

# **U.S. Department of Education**

**Washington, D.C. 20202-5335**



## **APPLICATION FOR GRANTS UNDER THE**

**CHARTER SCHOOLS PROGRAM - REPLICATION AND EXPANSION OF HIGH-  
QUALITY CHARTER SCHOOLS (84.282M)**

**CFDA # 84.282M**

**PR/Award # U282M100002**

OMB No. 1894-0006, Expiration Date:

Closing Date: JUL 07, 2010

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

<b>Application for Federal Assistance SF-424</b>		Version 02
<div style="display: flex; justify-content: space-between;"> <div> <p>* 1. Type of Submission</p> <p><input type="checkbox"/> Preapplication</p> <p><input checked="" type="checkbox"/> Application</p> <p><input type="checkbox"/> Changed/Corrected Application</p> </div> <div> <p>* 2. Type of Application: * If Revision, select appropriate letter(s):</p> <p><input checked="" type="checkbox"/> New</p> <p><input type="checkbox"/> Continuation      * Other (Specify)</p> <p><input type="checkbox"/> Revision</p> </div> </div>		
<div style="display: flex; justify-content: space-between;"> <div>* 3. Date Received:</div> <div>4. Applicant Identifier:</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div>7/1/2010</div> <div></div> </div>		
<div style="display: flex; justify-content: space-between;"> <div>5a. Federal Entity Identifier:</div> <div>* 5b. Federal Award Identifier:</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div></div> <div>N/A</div> </div>		
<b>State Use Only:</b>		
<div style="display: flex; justify-content: space-between;"> <div>6. Date Received by State:</div> <div>7. State Application Identifier:</div> </div>		
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name:    Achievement First, Inc.		
<div style="display: flex; justify-content: space-between;"> <div>* b. Employer/Taxpayer Identification Number (EIN/TIN):</div> <div>* c. Organizational DUNS:</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div>651203744</div> <div>159846042</div> </div>		
<b>d. Address:</b>		
<div style="display: flex; justify-content: space-between;"> <div>* Street1:</div> <div>403 James Street</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div>Street2:</div> <div></div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div>* City:</div> <div>New Haven</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div>County:</div> <div>New Haven County</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div>State:</div> <div>CT</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div>Province:</div> <div></div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div>* Country:</div> <div>USA</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div>* Zip / Postal Code:</div> <div>06513</div> </div>		
<b>e. Organizational Unit:</b>		
<div style="display: flex; justify-content: space-between;"> <div>Department Name:</div> <div>Division Name:</div> </div>		
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
<div style="display: flex; justify-content: space-between;"> <div>Prefix:</div> <div>* First Name:</div> <div>Erica</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div>Middle Name:</div> <div>B</div> </div>		

\* Last Name: Schwedel

Suffix:

Title: Senior Development Associate

Organizational Affiliation:

Employee

\* Telephone Number: (203)773-3223

Fax Number: (203)773-3221

\* Email: ERICASCHWEDEL@ACHIEVEMENTFIRST.ORG

**Application for Federal Assistance SF-424**

Version 02

**9. Type of Applicant 1: Select Applicant Type:**

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.282M

CFDA Title:

Charter Schools Program - Replication and Expansion of High-Quality Charter Schools (84.282M)

**\* 12. Funding Opportunity Number:**

ED-Grants-052410-001

Title:

N/A

**13. Competition Identification Number:**

Title:

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

The applicant operates a growing network of public charter schools in

Bridgeport, Hartford and New Haven, Connecticut, and Brooklyn, New York, with plans to expand to Providence/Cranston, Rhode Island.

**\* 15. Descriptive Title of Applicant's Project:**

Achievement First: Replicating and Expanding High-Achieving Charter Schools in Connecticut, New York and Rhode Island

Attach supporting documents as specified in agency instructions.

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Application for Federal Assistance SF-424**

Version 02

**16. Congressional Districts Of:**

\* a. Applicant: CT-003; NY-010

\* b. Program/Project: CT-001; CT-003; etc.

Attach an additional list of Program/Project Congressional Districts if needed.

**Attachment:**

Title : Achievement First CSP Grant Application Congressional Districts

File : CSP RE Grant Application SF 424 Congressional Districts 106030.pdf

**17. Proposed Project:**

\* a. Start Date: 7/1/2010

\* b. End Date: 6/30/2015

**18. Estimated Funding (\$):**

a. Federal	\$
b. Applicant	\$
c. State	\$
d. Local	\$
e. Other	\$
f. Program	\$
Income	\$
g. TOTAL	\$ 0

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .

☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☒ c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

☐ Yes ☒ No

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ \*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix: Ms. \* First Name: Dacia  
Middle Name: M  
\* Last Name: Toll  
Suffix:

Title: Co-Chief Executive Officer and President

\* Telephone Number: (203)773-3223 Fax Number: (203)773-3221

\* Email: DACIATOLL@ACHIEVEMENTFIRST.ORG

\* Signature of Authorized Representative: \* Date Signed:

**Application for Federal Assistance SF-424**

Version 02

**\* Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

Not applicable.

Achievement First: Replicating and Expanding High-Achieving Charter Schools in Connecticut,  
New York and Rhode Island

Standard Form 424: #16 Congressional Districts

Applicant

- Connecticut Office: CT-003
- New York Office: NY-010

Program

- Connecticut Schools: CT-001; CT-003; CT-004
- New York Schools: NY-011; NY-012
- Rhode Island Schools: RI-002\*

\*AF's expansion to Rhode Island is in the planning stages and an official location has not yet been identified. Current plans project opening AF schools in the Providence/Cranston region. The majority of this region is in congressional district RI-002.



**U.S. DEPARTMENT OF EDUCATION****BUDGET INFORMATION****NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
Achievement First, Inc.

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY****U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 13,598	\$ 95,239	\$ 115,407	\$ 118,869	\$ 61,217	\$ 404,330
2. Fringe Benefits	\$ 2,040	\$ 14,286	\$ 17,311	\$ 17,830	\$ 9,183	\$ 60,650
3. Travel	\$ 21,756	\$ 50,750	\$ 56,685	\$ 54,190	\$ 58,697	\$ 242,078
4. Equipment	\$ 113,825	\$ 292,149	\$ 302,531	\$ 350,708	\$ 385,891	\$ 1,445,104
5. Supplies	\$ 207,712	\$ 777,040	\$ 1,108,560	\$ 970,407	\$ 1,143,967	\$ 4,207,686
6. Contractual	\$ 26,108	\$ 60,900	\$ 68,022	\$ 65,028	\$ 70,436	\$ 290,494
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 385,039	\$ 1,290,364	\$ 1,668,516	\$ 1,577,032	\$ 1,729,391	\$ 6,650,342
10. Indirect Costs*	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9- 11)	\$ 385,039	\$ 1,290,364	\$ 1,668,516	\$ 1,577,032	\$ 1,729,391	\$ 6,650,342

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: \_\_/\_\_/\_\_ To: \_\_/\_\_/\_\_ (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☐ Other (please specify): \_\_\_\_\_ The Indirect Cost Rate is \_\_\_\_\_%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is \_\_\_\_\_%

**U.S. DEPARTMENT OF EDUCATION****BUDGET INFORMATION****NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
Achievement First, Inc.

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY****NON-FEDERAL FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 3,399	\$ 23,810	\$ 28,852	\$ 29,717	\$ 15,304	\$ 101,082
2. Fringe Benefits	\$ 510	\$ 3,571	\$ 4,328	\$ 4,458	\$ 2,296	\$ 15,163
3. Travel	\$ 5,439	\$ 12,687	\$ 14,171	\$ 13,548	\$ 14,674	\$ 60,519
4. Equipment	\$ 28,456	\$ 73,037	\$ 75,633	\$ 87,677	\$ 96,473	\$ 361,276
5. Supplies	\$ 51,928	\$ 194,260	\$ 277,140	\$ 242,602	\$ 285,992	\$ 1,051,922
6. Contractual	\$ 6,527	\$ 15,225	\$ 17,006	\$ 16,257	\$ 17,609	\$ 72,624
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 96,259	\$ 322,590	\$ 417,130	\$ 394,259	\$ 432,348	\$ 1,662,586
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 96,259	\$ 322,590	\$ 417,130	\$ 394,259	\$ 432,348	\$ 1,662,586

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

<b>Signature of Authorized Certifying Representative:</b>
<b>Name of Authorized Certifying Representative:</b> Dacia M. Toll
<b>Title:</b> Co-CEO and President
<b>Date Submitted:</b> 07/01/2010

## Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

<b>1. Type of Federal Action:</b> <input type="checkbox"/> Contract <input type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	<b>2. Status of Federal Action:</b> <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	<b>3. Report Type:</b> <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change <b>For Material Change only:</b> Year: 0Quarter: 0 Date of Last Report:
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: - <b>Congressional District, if known:</b>	<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b> Name: Address: City: State: Zip Code + 4: - <b>Congressional District, if known:</b>	
<b>6. Federal Department/Agency:</b>	<b>7. Federal Program Name/Description:</b> CFDA Number, if applicable:	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known: \$0</b>	
<b>10. a. Name of Lobbying Registrant</b> (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	<b>b. Individuals Performing Services</b> (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Dacia M. Toll Title: Co-Chief Executive Officer and President Applicant: Achievement First, Inc. Date: 07/01/2010	
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

## CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### APPLICANT'S ORGANIZATION

Achievement First, Inc.

### PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: First Name: Dacia Middle Name: M

Last Name: Toll Suffix:

Title: Co-CEO and President

Signature:

Date:

06/28/2010

ED 80-0013

03/04

## Section 427 of GEPA

### NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

#### **To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

#### **What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

#### **What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

**Attachment:**

Title : CSP RE Grant Application GEPA Assurance

File : C:\fakepath\CSP RE Grant Application GEPA Assurance 100701.pdf



**Achievement First:**  
**Replicating and Expanding High-Achieving Charter Schools in Connecticut, New York**  
**and Rhode Island**

Section 427 of the Department of Education's General Education Provisions Act (GEPA)

GEPA Section 427: In accordance with the provisions of GEPA Section 427, AF has taken many important steps to ensure equitable access to, and participation in, its program by students, teachers and other program beneficiaries from historically disadvantaged backgrounds. The mission of AF is to serve and close the achievement gap for socio-economically disadvantaged minorities, and AF has purposefully chartered its schools in some of the most underserved communities in Connecticut and Brooklyn, New York. Moreover, AF's teacher recruitment efforts seek to ensure that its instructional teams are as reflective as possible of the communities and students its schools serve. AF aggressively recruits at and hires teachers from the nation's historically black colleges and universities, and is proactive about creating teacher recruitment marketing materials that mirror the diversity it aims to build in its staff. AF prides itself on being equal opportunity employers.

Within the underserved communities in which AF schools operate, AF engages in active student recruitment to ensure that the beneficiaries of the organization's top-quality educational program are those students with the greatest need—primarily EDS and subgroups historically impacted by the achievement gap. AF works to establish community partnerships with organizations aligned with AF's mission and work. In the past, AF has established partnerships with organizations that serve high-need populations, including Head Start programs, churches,

Boys and Girls Clubs, daycare centers, public libraries and after-school programs to promote its schools to prospective students and families. AF actively recruits students through targeted, bilingual—English and Spanish—print and radio advertisements, brochures, mailings, and information sessions.

All AF students are enrolled through a 100 percent blind lottery, and there are no admission or tuition fees. In order to enter the lottery, students must reside in AF's host districts. Since AF strategically locates its schools in high-need districts, this enrollment restriction has been largely effective in ensuring that AF serves historically disadvantaged students. AF students are 99 percent African American or Hispanic and 72 percent are low-income.

Despite targeted outreach to high-need students in low-income neighborhoods, the percentage of low-income students at some of AF's schools has dropped below the organization's desired 70 percent threshold. AF's growing reputation for outstanding academic performance is attracting many parents from all income levels. While AF appreciates the right of all students to a high-quality education, the organization believes that more affluent students have other paths to a high-quality education. By targeting students without economic access to high-quality educational opportunities, AF has the greatest impact.

In response to changing demographics, AF revised its student admission policy in New York, through the approval of the school boards of directors and the state chartering authority, to grant admissions preference for "students at-risk of academic failure." Students at-risk of academic failure are defined as students who: (1) qualify for the federal free or reduced price lunch program; (2) meet requirements for the supplemental nutrition assistance program; or (3) meet requirements for the temporary assistance for needy families program. These at-risk

students are offered admission or placed on the waiting list at an AF school before all other applicants. If there are more at-risk student applicants than seats available, a random lottery determines which students are offered admission and which are placed on the waiting list. After all at-risk student applicants have been offered admission or placed on the waiting list, all other applicants are entered into an enrollment lottery.

While an explicit lottery preference for “at risk students” is not legal in Connecticut, AF has taken several measures in Connecticut to attract high-needs students. In Bridgeport, rather than serve the entire City, AF established a more limited “catchment area,” which restricts student recruitment and enrollment to the city’s East Side, East End and West Side/End neighborhoods. All three neighborhoods reflect AF’s target, high-need population. The East Side, East End and West Side/End have high concentrations of African American and Hispanic residents—91, 91 and 75 percent, respectively. In addition, these neighborhoods represent a high concentration of low-income families. For example, in Bridgeport’s East Side neighborhood, 40 percent of households do not have access to an automobile, and in the West Side/End neighborhood, the unemployment rate is 14 percent and 27 percent of residents live below the poverty level. By restricting student enrollment to these three neighborhoods, AF improves its ability to serve Bridgeport’s highest need students.



# Project Narrative

## Abstract

Attachment 1:

Title: **Achievement First CSP Grant Application Abstract** Pages: **1** Uploaded File: **AF CSP RE Grant Application Abstract 100630.pdf**

# **Achievement First: Replicating and Expanding High-Achieving Charter Schools in Connecticut, New York and Rhode Island**

## **Abstract Narrative**

Contact Information: Achievement First (AF) is located at 403 James Street, New Haven, Connecticut 06513. The contact person for this project, Erica Schwedel, senior development associate, can be reached at 203-773-3223 ext 17254 or at [ericaschwedel@achievementfirst.org](mailto:ericaschwedel@achievementfirst.org).

Project Goals: AF is a charter management organization operating 17 schools serving 4,500 students in Connecticut and New York. The goals of project are (1) to provide 5,500 additional students with the achievement gap-closing education they need to graduate from college, and (2) to prove that the achievement gap can be closed at district scale.

Expect Outcomes: AF's project outcomes are: (1) serve 10,000 students in 31 schools; (2) close the achievement gap for EDS and racial/ethnic subgroups; (3) demonstrate 90 percent or higher high school graduation, college acceptance and college matriculation rates; (4) maintain student attendance rate of 96 percent and student retention rate of 95 percent; and (5) operate within a sustainable budget.

Project Contributions: AF's impact extends beyond its students through partnerships with reform-oriented organizations and districts to inform district- and state-wide reform efforts.

Project Compliance: AF has already successfully grown a network of 17 schools serving more than 4,500 students enrolled by blind lottery from its host districts. At per pupil costs equal to or less than its host districts, AF has raised achievement levels of all students, including EDS and historically disadvantaged subgroups, to meet or exceed state performance standards.

# Project Narrative

## Priorities

Attachment 1:

Title: **Achievement First CSP Grant Application Priorities** Pages: **6** Uploaded File: **CSP RE Grant Application Priorities 100701.pdf**

**Achievement First:**  
**Replicating and Expanding High-Achieving Charter Schools in Connecticut, New York,**  
**and Rhode Island**

Priorities

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II.	COMPETITIVE PRIORITIES	3
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## **I. ABSOLUTE PRIORITY**

### **a. Absolute priority**

The absolute priority states: “The applicant must have experience operating or managing more than one high-quality charter school. For purposes of this priority, a high-quality charter school is a school that shows evidence of strong academic results, as described in Selection Criteria (a), and has no significant issues in the areas of student safety, financial management, or statutory or regulatory compliance.”

Evidence of qualification:

- Achievement First (AF) is a nationally recognized charter school management organization operating nine charters, with 17 separate schools which collectively serve more than 4,500 students in Connecticut and New York. See *Project Narrative—Section 4—Other Attachments: Schools Operated by Applicant* for a description of the 17 schools operated by AF.
- AF students significantly outperform students in their host districts at all grade levels and are competitive state-wide, as well as with Connecticut’s and New York’s economically and educationally privileged populations. See page 5 of the Project Narrative, *Project Narrative—Project Narrative—Section II Selection Criteria (A)—Student Academic Achievement*, and *Project Narrative—Section 5—Other Attachments: Student Academic Achievement*, for evidence of strong academic results.
- AF confirms that it has not experienced any significant issues in the areas of student safety, financial management, or statutory or regulatory compliance. The only compliance issue that AF is working with its authorizers to resolve, which is not renewal-

threatening, involves teacher certification and delays in getting its teachers the appropriate paperwork. AF’s authorizers have noted the progress made in this area and have renewed AF’s charters despite this challenge. See page 49 of the Project Narrative, *Project Narrative—Project Narrative—Section V Selection Criteria (D)—Management Plan*, for confirmation of no significant issues.

## **II. COMPETITIVE PRIORITIES**

### **a. Competitive Preference Priority 1—Low-Income Demographic**

The first competitive preference priority states: “To meet this competitive preference priority, the applicant must demonstrate that at least 60 percent of all students in the charter schools it operates or manages are individuals from low-income families.”

Evidence of qualification:

- Seventy-two percent of AF’s student body is classified as low-income based on eligibility for free or reduced-price lunch according to the National School Lunch Program. See page 16 of the Project Narrative, *Project Narrative—Project Narrative—Section II Selection Criteria (A)—Student Academic Achievement*, and *Project Narrative—Section 5—Other Attachments: Student Academic Achievement* for evidence of low-income student body.

### **b. Competitive Preference Priority 2—School Improvement**

The second competitive preference priority states: “To meet this competitive preference priority, the applicant must demonstrate that its proposed replication or expansion of one or more high-quality charter schools is in partnership with, and designed to assist, one or more LEAs in

implementing academic or structural interventions to serve students attending schools that have been identified for improvement, corrective action, closure, or restructuring under section 1116 of the ESEA, and as described in the notice of final requirements for the School Improvement Grants, published in the Federal Register on December 10, 2009 (74 FR 65618).”

Evidence of qualification:

- AF has entered into partnerships with, and designed to assist, Providence and Cranston, Rhode Island; New York City, New York; and New Haven, Connecticut. See page 53 of the Project Narrative, *Project Narrative—Project Narrative—Section V Selection Criteria (D)—Management Plan*, and *Project Narrative—Section 2—Other Attachments: Letters of Support* for evidence of partnership with local educational agencies.

c. Competitive Preference Priority 3—Matching

The third competitive preference priority states: “To meet this competitive preference priority, the applicant must commit to provide matching funds in an amount equal to or greater than 25 percent of the grant award to support its proposed project under this program. In order to secure matching funds and meet this competitive preference priority, the applicant may enter into a partnership or otherwise collaborate with other entities, including philanthropic organizations.”

Evidence of qualification:

- AF has the financial support of New Profit, a national venture capital fund, The Peter and Carmen Lucia Buck Foundation and individual philanthropist Jon Sackler. See page 46 of the Project Narrative, *Project Narrative—Project Narrative—Section V Selection Criteria*

*(D)—Management Plan, and Project Narrative—Section 2—Other Attachments: Letters of Support* for evidence of matching funds.

### **III. INVITATIONAL PRIORITY**

#### **d. Invitational priority**

The invitational priority states: “The Secretary is particularly interested in applicants that demonstrate through participant, achievement, and outcome data for students with disabilities and English learners—

(1) Prior success in improving educational achievement and outcomes for students with disabilities and English learners; and

(2) That the model they propose to replicate or expand serves students with disabilities and English learners at rates comparable to the rates of students with disabilities and English learners in the LEAs in which their schools operate.”

Evidence of qualification:

- AF has success improving the educational achievement and outcomes for students with disabilities and English learners. See page 18 of the Project Narrative, *Project Narrative—Project Narrative—Section II Selection Criteria (A)—Student Academic Achievement*, and *Project Narrative—Section 5—Other Attachments: Student Academic Achievement* for evidence of participation, achievement and outcomes for students with disabilities and English learners.
- AF has a program in place to serve students with disabilities and English learners. See page 25 of the Project Narrative, *Project Narrative—Project Narrative—Section III*

*Selection Criteria (B)—Contribution in assisting EDS*, for evidence of program to serve these subgroups.

# Project Narrative

## Project Narrative

Attachment 1:

Title: **Achievement First CSP Grant Application Project Narrative** Pages: **60** Uploaded File: **AF CSP RE Grant Application Project Narrative 100701.pdf**

**Achievement First:**  
**Replicating and Expanding High-Achieving Charter Schools in Connecticut, New York**  
**and Rhode Island**

Project Narrative

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## **I. EXECUTIVE SUMMARY**

Achievement First (AF) is a nationally recognized, non-profit charter school management organization operating nine charters, with 17 separate schools which collectively serve more than 4,500 students in Connecticut and New York. AF was established in 2003 to replicate the success of Amistad Academy middle school, the organization's first high-performing school in New Haven, Connecticut, founded in 1999. Since 2003, AF has systematized the knowledge and best practices developed at Amistad Academy and adapted and improved them to open additional schools in New Haven, Connecticut, and in Bridgeport and Hartford, Connecticut, and Brooklyn, New York. With the support of this grant, AF will be able to nearly double its network to operate 31 schools serving more than 10,000 students by 2015.

The mission of AF is to deliver on the promise of equal educational opportunity for all of America's children and to close the country's vexing achievement gaps. AF fulfills its mission through three core strategies:

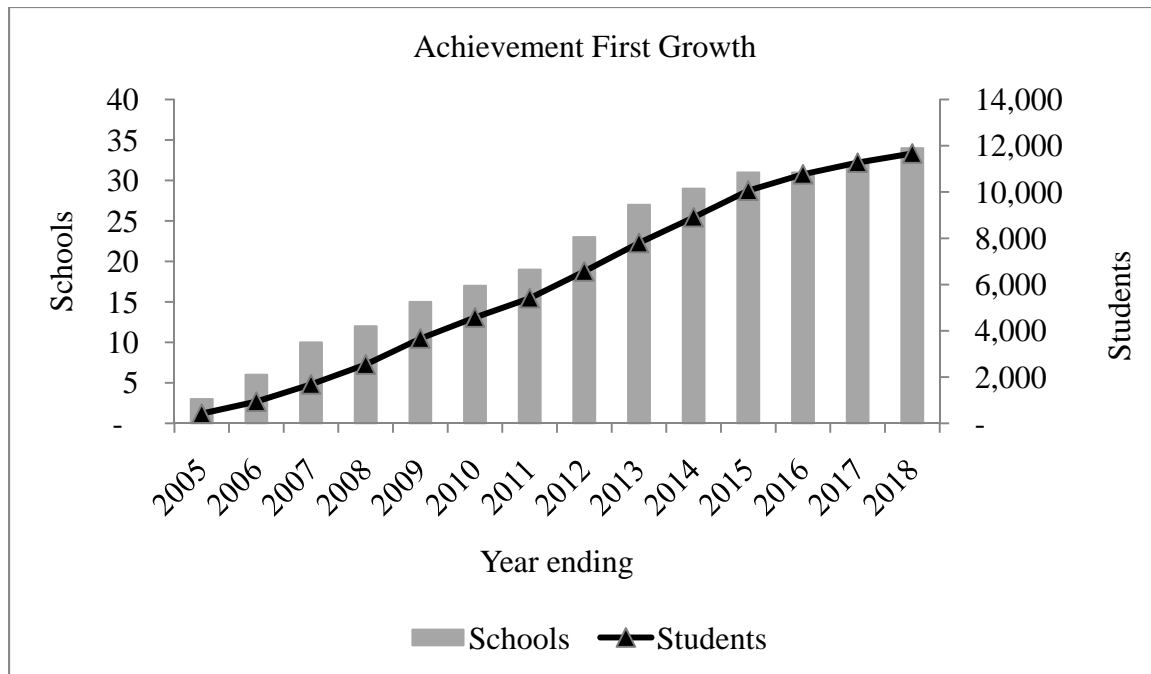
1. To provide all AF students, the strong majority of whom are educationally disadvantaged students (EDS), with achievement gap-closing academic skills and the strength of character they need to graduate from top colleges, to succeed in a competitive world and to serve as the next generation of leaders for their communities.
2. To grow its network of schools into the equivalent of a high-performing, urban public school "district," serving as a powerful proof point that the achievement gap can be closed at district scale.<sup>i</sup>
3. To partner with other like-minded, reform-oriented organizations and school districts to inspire and inform broader district- and state-wide reform efforts.



Over the past 11 years, AF has consistently proved that *the achievement gap can be closed* between EDS and their non-disadvantaged peers. Two recent external studies have independently validated AF's dramatic success in raising student academic achievement.

1. Yale University Professor Justine Hastings<sup>ii</sup> conducted an evaluation of AF in New Haven, Connecticut that exploited the random admission of students to AF schools through the lottery admission process and an instrumental variables analysis to explicitly test for AF's causal impact on student achievement. The study found that *attending an AF school for just one year increased students' reading and writing achievement scores significantly and substantially in reading and writing* (.71 and .30 student level standard deviations, respectively) relative to attending other New Haven Public Schools.
2. Mathematica Policy Research<sup>iii</sup> conducted a rigorous quasi-experimental analysis of the impact on student achievement of five middle schools operated by AF and by Uncommon Schools—a sister charter network in New York City. The study used sophisticated propensity score matching to compare performance over time of charter students entering these AF and Uncommon middle schools to non-charter students who had comparable baseline student achievement and demographic characteristics. This analysis found *significant and substantially meaningful impacts on student achievement within two years of charter school enrollment in math achievement, and in both math and reading within three years*. The study estimated that the third-year effect sizes translate to an estimated 0.9 years of accelerated growth in student math learning, and 0.7 years of accelerated growth in reading, relative to attending other New York City schools.

AF is pursuing an aggressive growth plan to serve 12,000 students in 34 schools by 2018. The chart below depicts this growth.



AF’s new schools will continue to be located in New Haven, Bridgeport and Hartford, Connecticut, and Brooklyn, New York, with additional expansion to Rhode Island. Rhode Island is a new geography for AF, but one with a similarly underserved student population and reform-oriented State education leadership. The location and timing of new schools will be driven by two main factors: (a) provisions by each state for equitable public funding and facilities to support charter schools and (b) school leaders with the experience and capabilities to run high-performing charter schools.

The sustainable scaling of the AF network while maintaining educational quality is made possible through management systems and supports provided by AF’s central office, known as “Network Support.” Network Support provides a range of services to the schools, including: finance and budgeting, staff recruitment, curriculum development, technology support, human resources, special education support, teacher professional development, operations support, facilities, marketing, fundraising, and, most importantly, school leadership selection, training,

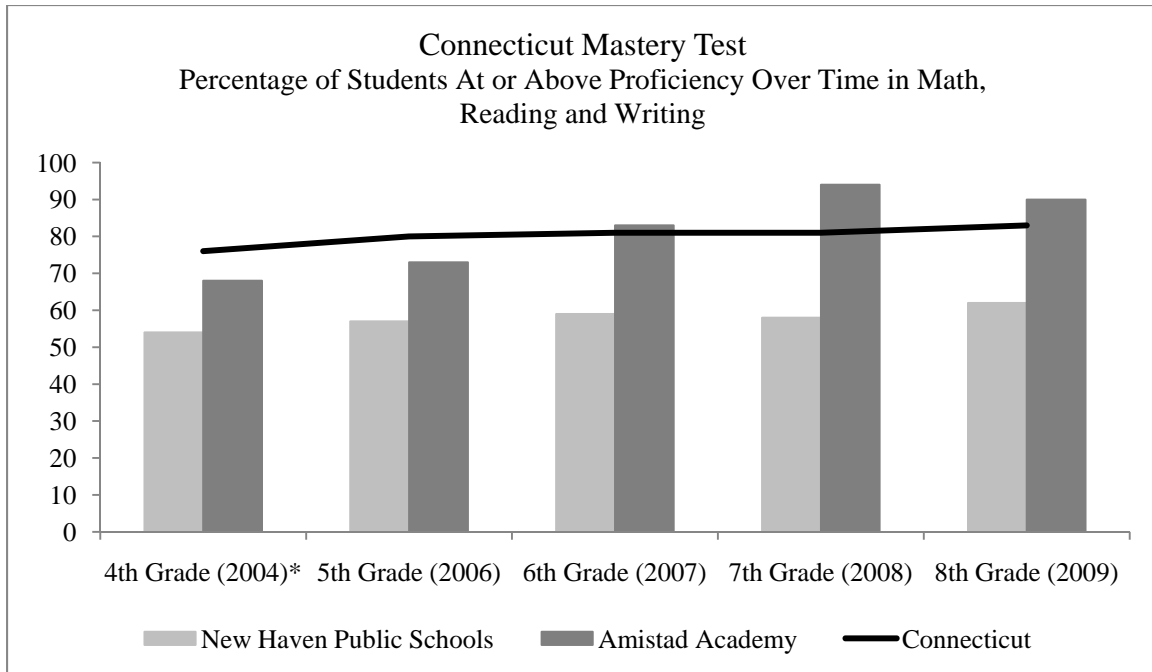
ongoing coaching and evaluation. By centralizing and coordinating these services, AF Network Support is able to deliver them at both a higher level of quality and lower cost than a single school would on its own. In addition, AF Network Support frees principals and teachers to focus on the most important things: teaching, learning and student achievement.

## **II. SELECTION CRITERIA (A)—STUDENT ACADEMIC ACHIEVEMENT**

See *Project Narrative—Section 5—Other Attachments: Student Academic Achievement* for complete documentation of AF’s student academic achievement and attainment as a network, by school and by subgroup, and as compared to host districts and states.

### **i. Student academic achievement and attainment**

AF’s most important organizational value is an unwavering focus on *completely closing the achievement gap* for its students, and impact on student achievement is the chief factor in all organizational decisions. There are some critics of high-performing charter schools who say that the results are based, at least in part, on selection bias or demographic differences. AF has participated in two rigorous, quasi-experimental research studies, discussed in the Executive Summary, that establish that, in fact, it is attendance at an AF school that is having a substantial, casual affect on student performance. The chart below demonstrates the dramatic increase in academic performance across all subjects achieved by students at AF’s original school, Amistad Academy in New Haven, Connecticut, as they progressed from fourth grade (2004-05) to eighth grade (2008-09), the most recent year for which data is available. The average percentage of Amistad Academy students proficient in all subjects on the Connecticut Mastery Test grew 22 percent from 2004 to 2009, while New Haven Public Schools students grew only 8 percent over the same period of time.



[\*Amistad Academy students are enrolled via blind lottery from New Haven Public Schools' student body. New Haven Public Schools did not release the test scores of the 2004 incoming fifth graders to AF, therefore the above graph uses the test scores of the 2008 incoming fifth graders to AF as a proxy. Connecticut changed its state testing schedule from fall in the 2004-05 school year to spring in the 2005-06 school year.]

In addition to the dramatic increase in achievement levels at the original AF school, Amistad Academy, all of AF's schools have demonstrated significant increases in student academic achievement. Below are highlights of some recently received student performance accolades for schools across the AF network:

- In 2009, AF Bridgeport Academy Middle School in Bridgeport, Connecticut, achieved student performance gains across all subjects of 21 percent between the 2007-08 and 2008-09 school years—the largest annual performance gains of any middle school in the entire state of Connecticut.

- In 2009, AF Hartford Academy Middle School in Hartford, Connecticut, achieved annual student performance gains of 13 percent—the greatest annual performance gains of any school in Hartford.
- In 2009, Elm City College Preparatory Elementary School in New Haven, Connecticut, demonstrated the highest African American student performance of any elementary school in Connecticut. In fact, Elm City College Preparatory Elementary had the unfortunate distinction of being the only elementary school in Connecticut where African American students outperformed state-wide averages.
- All AF New York schools have consistently received straight “A” grades on the New York City Department of Education Annual Progress Report.

AF has a demonstrated track record of raising the achievement levels of its students—99 percent of whom are African American or Hispanic and 72 percent of whom are classified as low-income—to be competitive with state-wide proficiency averages, as well as those of Connecticut’s and New York’s economically and educationally privileged populations. This Project Narrative utilizes state test data to demonstrate AF’s achievement gap-closing results for: all students, EDS students and subgroups impacted by the achievement gap. Due to data and space limitations, the Narrative focuses on proficiency scores on the most recently available state test from spring 2009. However, the 2009 AF student proficiency data discussed in the subsequent Narrative sections should be considered within the context of the Amistad Academy student achievement trajectory, which demonstrates a correlation between the number of years in an AF school and progress toward achievement gap-closing academic results.

To ensure that AF is delivering an achievement gap-closing education for all students, frequent, systematic monitoring of student progress is an organizational pillar. All AF students

are regularly assessed through internal diagnostic tests and interim assessments, which gauge academic progress in core content areas and provide teachers with the information they need to adjust lesson plans, target instruction and design interventions for struggling students. While these assessments allow for crucial internal monitoring of student learning throughout the academic year, AF schools are primarily accountable for meeting state academic standards. All AF students take the appropriate state assessments each academic year. State assessment data is used to measure the progress of AF students against state-wide and host district students. AF students are assessed through the following state tests:

- The Connecticut Mastery Test is administered in early spring to Connecticut students in grades three through eight. The test assesses all students in math, reading and writing, and students in grades five and eight in science, as well.
- The Connecticut Academic Performance Test is administered in early spring to Connecticut students in grade 10. The test assesses students in math, reading, writing and science.
- The New York State Test is administered in early spring to New York students in grades three through eight. The test assesses all students in math and English Language Arts, and students in grades four and eight in science and history, as well.

a. Student academic achievement and attainment for all students

1. Academic achievement

AF student performance vs. Host district performance: Students at all AF schools are enrolled by blind lottery from the host districts in which AF schools reside. AF's host districts—New Haven, Bridgeport and Hartford, Connecticut, and Districts 13, 16, 17, 19, 23 and 32 in

Brooklyn, New York—serve a population similar to AF, with more than 85 percent of students in these districts identifying as African American or Hispanic and more than 70 percent qualifying as low-income. *Despite having demographically similar student bodies, AF students significantly outperform students in their host districts at all grade levels.*

On the 2009 Connecticut state tests, students in AF’s capstone grades—fourth, eighth and 10<sup>th</sup>—outperformed New Haven Public Schools students in corresponding grades by double-digit margins in all subjects. In an average of math, reading, writing and science (eighth grade only), AF fourth graders outperformed New Haven Public Schools fourth graders by 27 percentage points, AF eighth graders surpassed New Haven Public Schools eighth graders by 25 percentage points and AF 10<sup>th</sup> graders outperformed New Haven Public Schools 10<sup>th</sup> graders by 36 percentage points.

In Bridgeport and Hartford, where AF opened schools more recently and has not yet grown to scale, AF students outperformed district students by smaller margins and are on track to continue making strong gains. In Bridgeport, AF’s oldest students—sixth graders who had been with AF for less than two years—outperformed Bridgeport Public Schools sixth graders by an average of 19 percentage points in math, reading and writing, and, as a cohort, demonstrated the greatest annual performance gains of any middle school in Connecticut. In Hartford, AF’s inaugural class of fifth graders, who had been with AF for less than one year, outperformed Hartford Public Schools fifth graders by an average of 8 percentage points in math, reading, writing and science, and demonstrated the greatest annual performance gains of any school in the host district.

On the 2009 New York State Test, AF's oldest elementary and middle school students in each of its host districts outperformed district students across all subjects. At AF's first Brooklyn, New York elementary schools—AF East New York Elementary in District 19 and AF Crown Heights Elementary in District 17—AF fourth graders surpassed host district students by double digit margins. AF East New York Elementary fourth graders outperformed District 19 fourth graders by 18 percentage points in math and 23 percentage points in English Language Arts. Similarly, AF Crown Heights Elementary fourth graders surpassed District 17 fourth graders by 18 percentage points in math, demonstrating 100 percent proficiency, and by 32 percentage points in English Language Arts. At AF's first Brooklyn, New York middle school—AF Crown Heights Middle in District 17—AF eighth graders outperformed District 17 eighth graders by 30 percentage points in math and 30 percentage points in English Language Arts.

AF student performance vs. State student performance: After four years at an AF school, it is expected that student achievement on state tests will meet or exceed state-wide proficiency averages, making AF students competitive with students from all subgroups state-wide. The majority of Connecticut's student population is economically and educationally advantaged, with only 31 percent of students identifying as African American or Hispanic and 30 percent low-income. This is the opposite of the AF network, where 99 percent of students are African American or Hispanic and 72 percent are low-income.

In Connecticut, where 95 to 100 percent of students in the famously privileged towns of Madison and Westport achieve proficiency on the Connecticut state tests, students in AF's capstone grades—fourth, eighth and 10<sup>th</sup>—are competitive with these students. On the 2009 Connecticut state tests, proficiency rates for AF's fourth, eighth and 10<sup>th</sup> graders ranged from 66 percent (eighth-grade science) to 100 percent (10<sup>th</sup>-grade writing). In an average of all subjects,



AF fourth graders outperformed Connecticut fourth graders by six percentage points, AF eighth graders achieved on par with state-wide eighth graders, and AF 10<sup>th</sup> graders surpassed Connecticut 10<sup>th</sup> graders by eight percentage points.

In stark contrast, fourth, eighth and 10<sup>th</sup>-grade students in AF's host district of New Haven, Connecticut, trailed state-wide students by significant margins in all subjects. On the 2009 Connecticut state tests, proficiency rates for New Haven Public Schools fourth, eighth and 10<sup>th</sup> graders ranged from a low of 43 percent (10<sup>th</sup>-grade science) to a high of only 68 percent (10<sup>th</sup>-grade writing). In an average of all subjects, New Haven Public Schools students trailed Connecticut students by 27 percentage points in fourth grade, 24 percentage points in eighth grade and 27 percentage points in 10<sup>th</sup> grade.

On the 2009 New York State Test, students in AF's capstone grades—fourth and eighth—outperformed New York state averages in math and English Language Arts. AF fourth graders outperformed New York fourth graders by 12 and 16 percentage points in math and English Language Arts, respectively. At least 90 percent of AF fourth graders demonstrated proficiency in both subjects. Similarly, AF's eighth graders surpassed New York eighth graders by 10 and 8 percentage points in math and English Language Arts, respectively.

## 2. Student attendance and retention

AF knows that high student attendance and retention are critical prerequisites to raising student achievement. The following chart summarizes AF's student attendance and retention for the 2008-09 school year.

2008-09	AF	AF CT	CT	Improvement of	AF NY	NY	Improvement of
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				AF over CT			AF over NY
Attendance	96%	97%	N/A	N/A	96%	93%	+3%
Retention	90%	87%	N/A	N/A	92%	N/A	N/A

Attendance rates: AF recognizes that crucial learning is missed when a student is absent from school. When a student enrolls at an AF school, the student and parent are asked to sign a compact, which acknowledges the importance of regular attendance in school and includes a commitment to being present and on time. While the AF Teacher-Parent-Student Compact is non-binding, it is an important symbol of a shared commitment to student achievement.

In the 2008-09 school year, AF's network-wide student attendance rate was 96 percent. Within individual AF schools, attendance rates ranged from 94 percent to 98 percent and are detailed in the chart below.

- AF attendance rates vs. Host district attendance rates: In the 2008-09 school year, AF schools had the following attendance rates. Host district comparisons are not available as AF's host districts do not actively report student attendance data.

2008-09	Student Attendance Rates
AF Bridgeport Academy Middle	96%
AF Hartford Academy Elementary	96%
AF Hartford Academy Middle	95%
Amistad Academy Elementary	96%
Amistad Academy Middle	97%
Amistad-Elm City High	97%
Elm City College Preparatory Elementary	97%
Elm City College Preparatory Middle	98%
AF Brownsville Elementary	95%
AF Bushwick Elementary	96%
AF Bushwick Middle	97%
AF Crown Heights Elementary	96%

AF Crown Heights Middle	94%
AF East New York Elementary	96%
AF Endeavor Middle	95%

- AF attendance rates vs. State attendance rates: In the 2008-09 school year, AF’s New York schools had a 96 percent student attendance rate. This is compared to 93 percent for New York state schools. In Connecticut, AF’s schools had a 97 percent student attendance rate. There is no comparison available for Connecticut state as Connecticut does not actively report student attendance data.

Retention rates: AF has a strong prohibition on “counseling out” students who are struggling and pays close attention to retention of enrolled students. Before a parent decides to withdraw his/her child from an AF school, school personnel work with the family to reconsider the withdrawal, and all withdrawals are reported to a school’s assistant superintendent and are tracked by the school’s board of directors. As a result, AF boasts high student retention rates.

The retention rates reported in this Project Narrative were calculated by evaluating the number of students enrolled on October 1, 2008 as a percentage of the number of students enrolled on October 1, 2009. AF’s data systems are not yet capable of generating retention rates that distinguish between what AF defines as “acceptable” student withdrawals and “losses.” AF defines acceptable withdrawals as a situation where the family moves outside the city or if the student is placed in a highly specialized, mandated or advanced academic program. A loss refers to a withdrawal which is due to reasons other than those described above. AF’s retention data also does not account for non-matriculation—an AF student who does not continue at an AF school from elementary to middle to high school. AF is expanding its data team and investing

more in data systems and practices to ensure that, in the future, the organization can generate data that provides a more thorough and accurate picture of the network.

- AF retention rates network-wide: In 2008-09, AF's network-wide student retention rate was 90 percent, including both acceptable withdrawals and losses. As AF improves its data systems, it aims for annual student retention rates of at least 95 percent, excluding acceptable withdrawals.
- AF retention rates by school: The retention rates of AF schools in the 2008-09 school year are detailed in the following chart.

2008-09	Student Retention Rates
Achievement First Bridgeport Academy Middle	83%
Achievement First Hartford Academy Elementary	92%
Achievement First Hartford Academy Middle	84%
Amistad Academy Middle	92%
Amistad Academy Elementary	75%
Amistad-Elm City High	86%
Elm City College Preparatory Elementary	97%
Elm City College Preparatory Middle	84%
Achievement First Brownsville Elementary	94%
Achievement First Bushwick Elementary	95%
Achievement First Bushwick Middle	86%
Achievement First Crown Heights Elementary	96%
Achievement First Crown Heights Middle	92%
Achievement First East New York Elementary	94%
Achievement First Endeavor Middle	83%

### 3. High school graduation and college acceptance rates

The primary goal of AF's achievement gap-closing educational program is to prepare students for success in college and life. As a result, AF has set high standards for high school graduation and college acceptance and matriculation. AF expects:

- 90 percent of incoming ninth graders will graduate high school in five years
- 100 percent of graduating 12<sup>th</sup> graders will be accepted to college
- 95 percent of graduating 12<sup>th</sup> graders will matriculate to college
- 75 percent of AF high school graduates who enroll in college will earn a Bachelor's degree within six years

AF's high school graduation standards are compared to 2009 Connecticut state graduation rates of 79 percent for all students, 66 percent for African American students and 58 percent for Hispanic students. In a state where less than two thirds of African American and Hispanic students graduate from high school, AF has established a significantly higher expectation.

AF first expanded its network to offer grades nine through 12 in 2006 with the opening of Amistad-Elm City High School in New Haven, Connecticut. In the 2009-10 school year, Amistad-Elm City High School had its first senior class. All members of Amistad-Elm City High School's inaugural senior class were accepted to college, with an average of four college acceptances per student. Students were accepted to many high-quality colleges and universities, including Bates College, Providence College, Smith College, and University of Connecticut. Amistad-Elm City High School's official 2010 high school graduation and college matriculation rates are not yet available as the school is still calculating course credits, there is a final Summer Academy for some students and the director of college counseling is planning to work with students over the summer to facilitate college matriculation. AF opened Achievement First Crown Heights High School, its first high school in Brooklyn, New York, in August 2009 and will not have its first graduating class until 2013.

b. Student academic achievement and attainment for EDS

AF serves three subgroups of EDS: (1) Low-income students identified by eligibility for free or reduced-price lunch according to the National School Lunch Program; (2) English language learners; and (3) Students with disabilities or special education students. Across the AF network, 72 percent of students are classified as low-income, 0.4 percent are English language learners and 8 percent qualify for special education. In addition, AF's student population reflects three subgroups historically impacted by the achievement gap. These subgroups are: (1) African American students; (2) Hispanic students; and (3) Low-income students. Across the AF network, 82 percent of students are African American, 17 percent are Hispanic and 72 percent are low-income.

1. Academic achievement

AF free and reduced-price lunch students vs. State free and reduced-price lunch students: Seventy-two percent of AF's student body is classified as low-income based on eligibility for free or reduced-price lunch according to the National School Lunch Program. According to the most recent study by the National Assessment of Educational Progress, Connecticut has the largest achievement gap in the country between low-income students and their non-poor peers, with low-income students achieving more than three grade levels behind their non-poor peers by eighth grade.

On the 2009 Connecticut state tests, AF's low-income students come very close to closing Connecticut's troubling and persistent achievement gap. In capstone grades—fourth, eighth and 10<sup>th</sup>—AF's low-income students outperformed Connecticut's low-income students by double-digit margins in all subjects on state tests. In an average of all subjects, AF's low-income

students outperformed Connecticut's low-income students by 23 percentage points in fourth grade, by 22 percentage points in eighth grade and by 32 percentage points in 10<sup>th</sup> grade.

When compared to Connecticut's non-poor students, AF's low-income students trailed Connecticut's non-poor students by four percentage points in fourth grade and by nine percentage points in eighth grade. This demonstrates a significant narrowing of the achievement gap between AF's poor and Connecticut's non-poor students—although AF remains focused on closing this gap altogether. By comparison, in AF's host district of New Haven, Connecticut, low-income students trailed Connecticut's non-poor students by 31 percentage points in fourth grade and by 37 percentage points in eighth grade. By 10<sup>th</sup> grade, the achievement gap between New Haven Public Schools low-income students and Connecticut's non-poor students grew to 42 percentage points. On the other hand, AF's low-income 10<sup>th</sup> graders closed the achievement gap, surpassing Connecticut's non-poor 10<sup>th</sup> graders by one percentage point across math, reading, writing and science—thereby providing a powerful proof point that the achievement gap based on economic status can be closed.

While Connecticut is 50 out of 50 states in terms of the economic achievement gap, New York is not much better. Thirty-seventh out of 50 states, New York's low-income eighth graders achieve, on average, more than two grade levels behind their non-poor peers. Once again, AF's low-income students do not conform to the state's achievement gap. On the 2009 New York State Test, AF's low-income fourth graders outperformed the state's low-income fourth graders by 16 percentage points in math and 26 percentage points in English Language Arts. Similarly, AF's low-income eighth graders outperformed New York's low-income eighth graders by 21 percentage points in math and 16 percentage points in English Language Arts.

When compared to New York’s non-poor students, AF’s low-income students demonstrated that the economic achievement gap can be closed. On the 2009 New York State Test, AF’s low-income fourth graders outperformed New York’s non-poor fourth graders by five percentage points across math and English Language Arts. Meanwhile, AF’s low-income eighth graders trailed New York’s non-poor eighth graders by only four percentage points across math and English Language Arts. AF expects that, similar to its Connecticut 10<sup>th</sup> graders, its New York eighth graders are on track to soundly close the achievement gap in the next couple of years.

AF special education students vs. State special education students: Eight percent of AF students are classified as special education students, which is just slightly below the Connecticut state average of 11 percent and the New York City Public Schools average of 13 percent. AF believes this differential in special education enrollment is not the result of enrollment practices or attrition of special education students, but rather that AF identifies fewer students as needing special education supports in the first place and that identified AF special education students are exited from special education at a higher rate than in the traditional public schools—their achievement increases to the point where they no longer qualify for special education.

AF does not report data for student subgroups of less than 10 students, and, therefore, of its capstone grades in Connecticut and New York—fourth, eighth and 10th—AF will only report special education student achievement data for its New York fourth graders, which includes 15 students. In all other capstone grades in Connecticut and New York, AF’s special education student population fell below the organization’s 10 student threshold for accurate and meaningful data reporting.



On the 2009 New York State Test, AF's special education fourth graders achieved 100 percent proficiency in math and 73 percent proficiency in English Language Arts, outperforming New York's special education students by 39 and 36 percentage points, respectively.

AF English language learners vs. State English language learners: AF's English language learner student population is very small, comprising only 0.4 percent of the organization's students. Much of the discrepancy in AF's ELL population is due to the fact that its schools are located in overwhelmingly African American communities. However, AF also feels that it has not fully penetrated the non-English speaking communities in its host districts. The organization is strategizing ways to better reach and serve this population. In particular, AF's student recruitment efforts in recent years have purposefully targeted non-English speaking populations through utilizing bilingual materials and bilingual recruiters to go out into communities and speak with families.

AF does not report data for student subgroups of less than 10 students. In its capstone grades in Connecticut and New York—fourth, eighth and 10th—AF's English language learner student population fell below the organization's 10 student threshold for accurate and meaningful data reporting.

## 2. Student attendance and retention

As stated above, AF knows that high student attendance and retention are critical prerequisites to raising student achievement. AF schools are expected to maintain an annual student attendance rate of 96 percent and an annual student retention rate of 95 percent for all students, including subgroups of low-income students, special education students and English language learners. AF is unable to generate student attendance rates by subgroup, but there is no

reason to believe that attendance rates for these subgroups is significantly lower or higher than the network's 96 percent attendance rate for the 2008-09 school year. AF's retention rates for low-income and special education students in 2008-09 were on par with the AF network's retention rate of 90 percent at 91 percent and 90 percent, respectively. State and host district student attendance and retention rates for specific subgroups are not actively reported and, therefore, are unavailable for comparison.

### 3. High school graduation and college acceptance rates

AF's Amistad-Elm City High School had its first senior class in 2009-10. Given that this inaugural senior class was a small class of 27 students, sufficient data does not exist to meaningfully report on low-income students, special education students or English language learners as subgroups. Lower grades at Amistad-Elm City High School are larger—comprised of 80 to 90 students per grade—and will allow AF to track subgroup high school graduation and college acceptance rates in a meaningful way in the future.

#### ii. Achievement gap

##### a. Academic achievement for African American and Hispanic students

##### 1. Academic achievement for African American students

AF African American students vs. State African American students: AF's student population is 82 percent African American, which is significantly above state averages in Connecticut (14 percent) and New York (19 percent), and above or on par with host district averages (ranging from 25 percent to 86 percent). On the 2009 Connecticut state tests, African American students in AF's capstone grades—fourth, eighth and 10th—significantly

outperformed Connecticut's African American students. Across all subjects, AF's African American students outperformed Connecticut's African American students by 23 percentage points in fourth grade, by 24 percentage points in eighth grade and by 32 percentage points in 10<sup>th</sup> grade.

On the 2009 New York State Test, African American students in AF's capstone grades—fourth and eighth—outperformed New York's African American students in all subjects. AF's African American fourth graders outperformed New York's African American fourth graders by 21 percentage points in math and 27 percentage points in English Language Arts. Similarly, AF's African American eighth graders outperformed New York's African American eighth graders by 28 percentage points in math and 25 percentage points in English Language Arts.

AF African American students vs. State Caucasian and Asian students: When compared to Connecticut's Caucasian and Asian students, AF's African American students significantly narrowed the achievement gap and almost closed it. AF's African American students trailed Connecticut's Caucasian and Asian students by four percentage points in fourth grade, by seven percentage points in eighth grade and by three percentage points in 10<sup>th</sup> grade. By comparison, New Haven Public Schools African American students trailed Connecticut's Caucasian and Asian students by 34 percentage points in fourth grade, 36 percentage points in eighth grade and 45 percentage points in 10<sup>th</sup> grade.

On the 2009 New York State Test, African American students in AF's capstone grades—fourth and eighth—closed the achievement gap, outperforming New York's Caucasian and Asian students in fourth and eighth grades across all subjects. In an average of math and English Language Arts, AF's African American fourth graders outperformed New York's Caucasian and

Asian fourth graders by six percentage points, and AF's African American eighth graders scored on par with New York's Caucasian and Asian eighth graders. The achievement of AF's African American students—a historically educationally disadvantaged subgroup—compared to New York's Caucasian and Asian students—a historically educationally advanced subgroup—demonstrates clearly that the achievement gap can be closed.

## 2. Academic achievement for Hispanic students

AF Hispanic students vs. State Hispanic students: AF's student population is 17 percent Hispanic, which is on par with Connecticut (17 percent) and New York (21 percent) state averages, and is within the range of AF's host districts (ranging from 11 percent to 71 percent). On the 2009 Connecticut state tests, Hispanic students in AF's capstone grades—fourth, eighth and 10th—significantly outperformed Connecticut's Hispanic students. Across all subjects, AF's Hispanic students outperformed Connecticut's Hispanic students by 31 percentage points in fourth grade, by 13 percentage points in eighth grade and by 32 percentage points in 10<sup>th</sup> grade.

AF does not report data for student subgroups of less than 10 students. In AF's capstone grades in New York—fourth and eighth—the Hispanic student population fell below the organization's 10 student threshold for accurate and meaningful data reporting.

AF Hispanic students vs. State Caucasian and Asian students: Compared to Connecticut's Caucasian and Asian students, AF's Hispanic fourth and 10<sup>th</sup> graders closed the achievement gap. Across all subjects, AF's Hispanic students outperformed Connecticut's Caucasian and Asian fourth graders by two percentage points, and AF's Hispanic 10<sup>th</sup> graders achieved on par with Connecticut's Caucasian and Asian 10<sup>th</sup> graders. Unfortunately, AF's Hispanic eighth graders trailed Connecticut's Caucasian and Asian eighth graders by 20 percentage points across

all subjects. Given the achievement gap-closing results of their AF peers in fourth and 10<sup>th</sup> grades, the size of this gap is outside the norm for AF students in capstone grades. AF takes underperformance very seriously and will implement the necessary instructional plans and interventions needed to close the achievement for this cohort.

AF does not report data for student subgroups of less than 10 students. In AF's capstone grades in New York—fourth and eighth—the Hispanic student population fell below the organization's 10 student threshold for accurate and meaningful data reporting.

iii. Student academic achievement for low-income and minority students

a. Academic achievement for low-income and minority students

1. Academic achievement for low-income students

See page 16 of this Project Narrative for a complete description of AF's low-income student academic achievement.

2. Academic achievement for African American students

See page 20 of this Project Narrative for a complete description of AF's African American student academic achievement.

3. Academic achievement for Hispanic students

See page 22 of this Project Narrative for a complete description of AF's Hispanic student achievement.

**III. SELECTION CRITERIA (B)—CONTRIBUTION IN ASSISTING EDS**

(Also fulfills Application Requirement (d)). AF schools specifically target EDS, including low-income students and educationally underserved racial and ethnic subgroups. AF recognizes that EDS face unique challenges in their home lives and communities, but believes that with a great education—high expectations and high levels of support—EDS can achieve at the same high levels as more privileged students.

AF's educational program is not based on any one single solution to achieve breakthrough student achievement. Rather, AF's approach consists of a set of basic principles that, when combined and executed well, have demonstrated an ability to enable all students to succeed at the highest levels. Several critical elements of AF's core program are: more time on task, regular use of interim assessments and integration of performance data in planning, recruitment and development of talented teachers and leaders, intensive interventions for struggling students, and a disciplined and joyful school culture. AF has shown that when executed well, these elements generate consistent results for all students and can be replicated across multiple schools and systematized for the benefit of a network—or district—of schools.

i. Project elements designed to assist EDS in meeting or exceeding State academic content standards

AF strongly contributes to assisting EDS through its comprehensive educational program and high standards for student academic achievement. As a result, AF's EDS demonstrate high levels of academic achievement on state assessments, as detailed above in Selection Criteria A. AF plans to provide all students, particularly EDS, with similar contributions and support in future schools.

a. School-wide project elements designed to assist EDS

AF's school program contains specific elements designed to assist EDS students in achieving success:

1. Consistent, proven, standards-based curriculum: AF consistently implements proven curricula based on state content standards throughout its schools to ensure that all students, particularly EDS, master the essential knowledge and skills and so that progress in one grade can be seamlessly built on in the next.
2. Interim assessments and strategic use of performance data: Interim, standards-based assessments are administered to all students every six weeks in the core subject areas to evaluate individual student mastery of essential content. Teachers and principals review the interim assessment data together and create data-driven instructional plans that target whole class, small group and one-on-one instruction to address any gaps in student learning.
3. More time on task: The AF school day is nearly one and a half hours longer than the traditional public school day, allowing students to have two reading classes and an extended math class every day. Tutoring is available during and after school, an average of one to two hours of homework is assigned per night, and an intensive independent reading program is prioritized so that students read regularly both at school and at home.

b. Project elements targeting specific subgroups

Project elements targeting support to special education students (also fulfills Application Requirement (k)): AF has and will continue to comply with all provisions of federal and state law relating to the Individuals with Disabilities Education Act and works with its host districts to ensure that all qualified students have access to a Free Appropriate Public Education, are

accurately evaluated, are provided with an Individualized Education Plan, receive appropriate education in an open learning environment, are included in the development of and decisions regarding their Individualized Education Plan, and have access to procedures and mechanisms to resolve disputes or disagreements related to the school or host district's provision of a Free Appropriate Public Education.

All AF schools employ a certified special education coordinator, who is responsible for providing information to and securing information from the district's Committee on Special Education, and oversees the implementation of special education programming and support at the school level. The responsibility for evaluating children suspected of being disabled, creating Individualized Education Plans, reevaluating or revising existing plans, and conducting due process hearings are all the responsibilities of the district's Committee on Special Education. Once a determination has been made, AF's special education coordinator works closely with school staff, special education instructors and related service providers to ensure that students with disabilities are served in accordance with the stipulations of their Individualized Education Plans and in compliance with all federal and state laws and regulations. AF complies with all data reporting requirements of the Act, as well as mandates regarding the confidentiality of student records. AF assures that qualified students are not excluded from curricular and extracurricular activities based on abilities or disabilities. In particular, AF assures that national origin minority students are not assigned to classes for disabled students solely based on their lack of English language skills.

AF supplements the Individualized Education Plans with an internal tiering system which is used to customize the educational program of each applicable student. AF has implemented an "inclusion" approach for special education students, which is designed to teach students of



different abilities and needs largely in heterogeneous classroom settings as opposed to separate teaching groups. In the inclusion approach, special education students receive the same instruction as their non-special education peers, and are supplemented with additional instruction as required through targeted interventions, including before-school, after-school and Saturday tutoring and small group instruction during the school day. AF's interventions are proven programs led by trained teachers and staff that are designed to remedy specific student challenges, including in the areas of phonics, fluency, comprehension, behavior, grammar, writing and math.

AF takes a pro-active approach to identifying special education students through the organization's data-driven practices of monitoring student achievement and progress, and through input from teachers. If a special education recommendation is necessary, AF follows the appropriate protocols to identify students as in need of special education accommodations in conjunction with the host district.

Currently AF's special education program at each school consists of a teacher, who is certified in special education, and one to two additional staff as needed. Special education-focused teachers receive targeted professional development on best practices for working with students with special education needs and some schools have access to additional state funding to support special education student instruction. In the 2010-11 school year, AF will enhance its special education program by further promoting best practices across the network, providing increased professional development for special education-focused teachers through increased observations and feedback, and formalizing AF's guidance on effective intervention practices.

Project elements targeting English language learners: AF engages the inclusion approach to target and support English language learners. Similar to AF's approach to special education students, regular classroom instruction for English language learners is supplemented by interventions as required. In addition, AF places differential emphasis on vocabulary instruction, explicit phonics instruction and whole language immersion for teaching English language learners.

ii. Project elements to assist EDS in meeting or exceeding State student academic achievement standards

AF has specific support measures in place to foster academic achievement for EDS:

1. Unwavering focus on breakthrough student achievement: Closing the achievement gap is at the center of every decision made by AF's executive team, school leaders and teachers, and progress toward meeting ambitious goals for student achievement serves as the organization's most important benchmark for success and the basis on which every instructional employee is evaluated.
2. Focus on talent development: AF firmly believes that the most important determinant of student achievement is teacher effectiveness. AF goes to great lengths to recruit, develop, recognize and retain a team of talented teachers. All new AF teachers participate in three weeks of professional development. AF schools release early on Fridays to provide two additional hours of staff meeting and learning time. Every AF teacher has an instructional coach who conducts observations at least once every two weeks and has a biweekly coach meeting to provide individual coaching and support.

3. Parents as partners: At AF schools, parents, students and teachers all sign a compact that outlines their shared commitment to hard work and consistent support of one another.

While this compact is not legally binding, it is an important symbolic commitment and plays an integral role in strengthening the relationship between parents and the school.

- iii. Project elements to assist EDS in graduating college- and career-ready

The message at AF schools is that all students are going to college, including the dominant EDS population. Beginning in kindergarten, all AF students are continuously exposed to college, and grades are identified not by their year of high school graduation but rather by the year that they are expected to graduate from college. All AF classrooms are named after universities, students make at least annual field trips to college campuses, regularly hear speakers talk about college, write research papers on colleges, and, most important, master a college-preparatory curriculum. In addition, *all* AF high school students take at least two Advanced Placement courses, and in 2009-10, AF's Amistad-Elm City High School in New Haven, Connecticut, partnered with the University of Connecticut to provide students with access to select University of Connecticut courses beyond the already rigorous Advanced Placement offerings.

#### **IV. SELECTION CRITERIA (C) – PROJECT DESIGN**

- i. Goals, objectives and outcomes for the project

AF is a results-oriented organization, and places strong emphasis on the importance of clearly identified goals, objectives and outcomes. The goals of this project are closely correlated to the first two core strategies of the organization: (1) delivering an achievement gap-closing education to all students and (2) growing to the scale of a traditional urban public school district.

Furthermore, the goals, objectives and outcomes of this project will allow AF to share its processes and strategies with local educational agencies to improve educational achievement outcomes for all students in its host districts. The objectives and outcomes are aligned to measure and track AF's progress towards achieving the project's goals.

a. Goals, objectives and outcomes for the project

1. Goals

AF's five-year replication and expansion project has two goals:

1. To provide 5,500 additional students, primarily EDS, in Connecticut, New York and Rhode Island with an achievement gap-closing education and the strength of character they need to graduate from top colleges, to succeed in a competitive world and to serve as the next generation of leaders for their communities.
2. To grow AF's network of schools into the equivalent of a high-performing, urban public school "district," proving that the achievement gap can be closed at district scale.

2. Objectives

The project's five objectives are clearly defined to describe the specific accomplishments AF will achieve through implementation of the project. The replication and expansion objectives are:

Objective 1: Grow to operate 31 schools serving at least 10,000 students by 2015

Objective 2: Provide an achievement gap-closing academic education to enrolled students

Objective 3: Provide support to students so that they complete high school and college

Objective 4: Foster an educational environment that is very attractive to students and teachers

Objective 5: Operate schools within budgets to achieve self-sufficiency on public funds at scale

### 3. Outcomes

The outcomes are the specific, quantifiable measurements that AF will take on an annual basis to evaluate progress toward its objectives and goals. The outcomes represent the organization's definition of success. For each objective, AF will measure success through several outcomes (also fulfills Application Requirement (a)):

Objective 1: Grow to operate 31 schools serving at least 10,000 students by 2015

	Category	Measurement	Evaluation period	Desired outcome
1.1	Student enrollment	Student enrollment	Annually	Student enrollment of: 5,400 (year ending 2011) 6,700 (2012) 8,000 (2013) 9,100 (2014) 10,000 (2015)
1.2	Schools opened	Schools opened	Annually	Schools in operation: 19 (year ending 2011) 23 (2012) 27 (2013) 29 (2014) 31 (2015)

Objective 2: Provide an achievement gap-closing academic education to enrolled students

	Category	Measurement	Evaluation period	Desired outcome
2.1	Student achievement	State test scores	Annually	By final year of testing at an AF school (4 <sup>th</sup> , 8 <sup>th</sup> , and 10 <sup>th</sup> grade), student test scores exceed host district averages by 20 percentage points
2.2	Student achievement	State test scores	Annually	By final year of testing at an AF school (4 <sup>th</sup> , 8 <sup>th</sup> and 10 <sup>th</sup> grade) , student test scores meet or exceed State averages
2.3	Student achievement	State test scores	Annually	By final year of testing at an AF school (4 <sup>th</sup> , 8 <sup>th</sup> , and 10 <sup>th</sup> grade), African-American, Hispanic and low-income subgroup achievement gaps are closed relative to state averages for Caucasian/Asian and full-price lunch groups

Objective 3: Provide support to students so that they complete high school and college

	Category	Measurement	Evaluation period	Desired outcome
3.1	High school	High school	Annually	High school graduation rate of

	graduation	graduation rate		90 percent in five years
3.2	College acceptance	College acceptance rate	Annually	College acceptance rate of 100 percent to a two- or four-year college
3.3	College matriculation	College matriculation rate	Annually	College matriculation rate of 95 percent to a two- or four-year college
3.4	College completion	College completion rate	Annually (beginning in 2014)	College persistence rate of 75 percent at a two- or four-year college

Objective 4: Foster an educational environment that is very attractive to students and teachers

	Category	Measurement	Evaluation period	Desired outcome
4.1	Student attendance	Student attendance rate	Annually	Student attendance rate meets or exceeds 96 percent
4.2	Student retention	Student retention rate	Annually	Student retention rate meets or exceeds 95 percent
4.3	Teacher offer acceptance	Teacher offer acceptance rate	Annually	Teacher offer acceptance rate meets or exceeds 80 percent
4.4	Teacher and principal retention	Teacher and principal retention	Annually	Retention of teachers and principals given an offer to return meets or exceeds 85

				percent
4.5	Student recruitment	Waitlist	Annually	Number of students on the waitlist is at least 100 percent of enrollment target

Objective 5: Operate schools within budgets to achieve self-sufficiency on public funds at scale

	Category	Measurement	Evaluation period	Desired outcome
5.1	Financial controls	Expenses	Annually	Schools operate within their Board-approved budget each fiscal year

b. Demographics of students at new schools

AF purposefully opens schools in communities with significant populations of low-income, underserved students. While specific demographics may vary from community to community, AF is focused on serving students most in need of high-quality educational options.

1. Demographics of students at new schools in New York

AF's current New York schools are all located in high-need neighborhoods within the Brooklyn borough. AF's plans for replication and expansion in New York State call for additional students and schools in Central Brooklyn. As a result, the new school populations will be educationally, economically, racially and ethnically similar to the demographics of AF's current New York students.



## 2. Demographics of students at new schools in Rhode Island

AF's growth plan includes expanding to a new geography: Rhode Island. AF plans to open five new schools drawing students from the cities of Providence and Cranston, Rhode Island. According to state academic and demographic data, the student populations in the Providence/Cranston region of Rhode Island are similar to the student populations AF already serves in Connecticut and New York.

Providence and Cranston have a significant achievement gap between African American and Hispanic students and Caucasian students. In Providence, African American and Hispanic fourth-grade students achieved 17 to 23 percent below Caucasian students in reading and math proficiency on the state test—the New England Common Assessments Program. In Cranston, a similar pattern emerges, with a 16 to 24 percentage point difference between achievement of African American and Hispanic fourth graders and Caucasian fourth graders in reading and math. Given AF's experience with educationally disadvantaged students, the organization is prepared to overcome the challenges of students at its new schools in Rhode Island.

Income levels are another metric that AF used to target Providence/Cranston for replication of its schools. Eighty-five percent of students in Providence are economically disadvantaged, and AF is targeting neighborhoods in Cranston with similar concentrations of low-income students. Low-income students in Providence and Cranston significantly lag their more affluent peers in student academic performance. On the New England Common Assessment Program, low-income fourth graders in Providence scored 12 to 20 percentage points behind their non-poor peers. In Cranston, on the same test, low-income fourth graders scored 20 to 23 percentage points behind their non-poor peers. Both Providence and Cranston's

income-based performance disparity is similar to that faced by AF students in Connecticut and New York.

The Providence student population is approximately 62 percent Hispanic and 22 percent African American. AF is targeting neighborhoods in Cranston with similar demographics and is confident that given its experience working with these subgroups in Connecticut and New York, organizational best practices and knowledge can be applied faithfully and successfully in Rhode Island.

ii. Implementation and evaluation plans

AF will evaluate the project's success annually based on the organization's results compared to the outcome measurements identified above. Given AF's focus on academic achievement, state testing results will carry significant weight in this evaluation.

AF actively pursues opportunities to share its activities and strategies with other charter management organizations and interested federal, state and local educational agencies. As described on page 55 of this Project Narrative, AF has partnered with New Haven Public Schools and is developing a program to train future school leaders for New Haven Public Schools. In addition, AF developed and continues to maintain three types of tools to inform its replication activities and strategies.

1. Five-year budget projection: The five-year budget projection contains detailed growth projections and assumptions for the AF network, schools, students, staff and facilities. As the schools are opened and expanded, the executive team—composed of the Co-Chief Executive Officers, the Chief Financial Officer, the Chief Operating Officer

and the Chief Information Officer—evaluates progress against the budget projections and takes action to resolve any deviations from the projections.

2. “First Class Plans”: First Class Plans are annual strategic plans developed by each team at Network Support in the beginning of the fiscal year. In the First Class Plans, each team’s detailed goals are established, owners are assigned and quantifiable targets are set to measure progress throughout the year. The executive team reviews the First Class Plans quarterly, and if project activities are not meeting their targets or those targets are not sufficient to meet goals, then tactics are reevaluated and adjustments are made to the plan to meet the goals. It is through this continual improvement process that AF refines and codifies the best practices for school and network growth.
3. “Readiness Plan”: In the five months that precede opening a new AF school, the start-up activities are identified and tracked by the school operations team in the Readiness Plan, which contains 30 key categories of activities to complete before opening a new school or an existing school for a new year. The plan includes all areas of school start-up: facilities, student food and transportation services, supplies and procurement, technology and office equipment, daily student schedules, testing plans, new hire logistics, student and parent communication plans, budgeting, school safety, and compliance. The Readiness Plan documents include a high-level calendar of monthly meetings and activities, a week-by-week project plan, and a worksheet with tasks, key constituents and descriptions of the final products. Each spring, the operations team conducts a school readiness planning session in which the lessons learned from previous years are shared and best practices are developed and

disseminated. Through this process, the Readiness Plan is tested and improved each year, and a common set of documents are developed for each new and existing school. If activities and strategies are implemented and are determined to be ineffective or insufficient, those activities and strategies are adjusted or replaced for the next school year.

## **V. SELECTION CRITERIA (D) – MANAGEMENT PLAN**

### **i. Management Plan**

The executive team at AF oversees the implementation and evaluation of the organization's growth plans and determines the most effective way to allocate limited resources across AF's existing schools and the network's growth plans. The executive team managed AF's growth from one to 17 schools and will continue to lead the implementation of the project and monitor the project's results. See *Project Narrative—Section 4—Other Attachments: Schools Operated by Applicant* for a complete list of schools currently operated by AF, and *Budget Narrative* for AF's expansion and replication plans by school.

#### **a. Project timing and budget**

The replication and expansion project will begin once the award is made and funding is disbursed in the fall of 2010. Project activities will be implemented throughout the five-year period using a phased approach. Per AF's business plan, two to four new schools will open in August each year. AF schools that are not yet at full scale will add an additional grade level at the start of each school year until the school reaches its full complement of grade levels.

See *Project Narrative—Section 6—Other Attachments: Supplemental Organizational Budgets and Financial Information* and *Budget Narrative* for a detailed description of the project budget. AF's expansion and replication project budget is \$8.3 million over the five-year period, \$6.6 million of which would be funded through this award and \$1.7 million funded through matching contributions. The project budget was developed based on the individual budgets for each school and Network Support. Each school's budget is funded primarily by per pupil operating funds provided by each state and is supplemented by additional federal funding sources and private philanthropy, particularly in Connecticut where state charter school per pupil funding is approximately 75 percent of the funding spent by the host districts on their public schools. Each AF school's primary expense is personnel—teachers, deans, principal and operations staff—supplemented by costs for program materials, food service, facilities and operational expenses. Each school incurs significant program start-up costs in the first few years of operation, as identified in the budget included in this application.

Network Support has a separate budget from the schools, which is primarily funded by a 10 percent management fee charged to each school for support functions such as: curriculum development, teacher and school leader recruiting, leadership development, staff professional development, data analysis, special education support, facilities acquisition and management, finance and budgeting, technology, human capital, operations, facilities, marketing, fundraising, and external relations. Network Support expenses are primarily personnel and supplemented by program materials. For the purposes of this application, new teacher professional development is included in the project budget.

b. Project responsibilities

## 1. Project-wide responsibilities

For the duration of the five-year project, the primary responsibility for replicating and expanding the AF network resides with AF's executive team. The executive team manages the five-year timeline and the plan for opening new schools.

## 2. School replication responsibilities

Responsibility for opening each new school is owned by the executive team and executed through a joint effort coordinated among several teams within AF Network Support and the independent board of directors for the school.

**School Board:** The school's board of directors is an assembly of community activists, business leaders, educators, financial and legal experts, government officials, philanthropists, and parent and teacher representatives. The board makes key decisions regarding the opening of a new school, such as: hiring the principal, approving purchase or lease of facilities and approving key school policies. The principal, once approved by the school board of directors, is involved in all subsequent planning, including facility development, teacher and staff recruitment, and program development.

**Executive team:** AF's executive team is critically involved in opening a new school at least one year before the school is set to open. The executive team supports assembly of a new school board, advises the board on the location and facilities for the school, and is empowered by the board to set the timeline of activities that are required for the school to open. The executive team oversees other AF Network Support teams as they complete the necessary activities to open the school.

Leadership development team: The leadership development team oversees support and development of teachers and deans that wish to become future school leaders. AF will not open a new school until a talented leader has been chosen as principal, and approved by the board. As a result, the leadership development team plays a crucial role in AF's replication by developing a strong pipeline of principal candidates prior to the decision to open a new school. The leadership development team also manages the coaching program and cohort-based learning programs, such as the Leadership Fellows Program and Principal-In-Residence Program, discussed on page 50 of this Project Narrative.

Operations team: The operations team plays a lead role in managing the on-site activities required to open a new school. The Network Support operations team recruits and recommends a Director of School Operations, who is hired by the principal to procure all the necessary supplies and materials, arrange for student food and transportation services, support student recruitment and enrollment efforts, and manage the school budget.

External relations team: The external relations team is responsible for two priorities as AF prepares to open a new school. First, if the school is under new charter, the team supports assembly of the independent school board of directors by reaching out to the community, hosting visits to existing AF schools and sharing with visitors AF's mission, program and results. The external relations team also supports the school board of directors by writing the school's charter application and charter by-laws and managing the school's relationship with its authorizer. Second, the external relations team runs the student recruitment activities for the schools. See page 50 of this Project Narrative for further details on the student recruitment process.

Facilities team: The facilities team is involved early in the process of opening a new school. The facilities team reviews potential school sites and manages the acquisition or leasing process, including working with lawyers and contractors. Once a site has been purchased or leased, the facilities team manages maintenance, procurement of furniture and other start-up facility materials.

Recruiting team: The recruiting team is responsible for hiring necessary instructional staff when a new school opens and as existing schools grow to scale. For the first four years of a school's operation, this translates to approximately 10 new teachers every year. The recruitment process begins the fall before a school is scheduled to open with marketing campaigns targeted at current and potential teachers. In the spring, the recruiting team shifts its focus to screening, interviewing and making offers to teacher candidates.

Other teams: The data team, finance team, human capital team, marketing team, organizational development team, teaching and learning team, special services team, and school support team all play supporting roles, as necessary, in preparing a new school to open.

### 3. School expansion responsibilities

Once an AF school has opened, the expansion responsibilities fall primarily with the school's principal and Director of School Operations, with ongoing support and oversight from AF Network Support, especially the Assistant Superintendent who is assigned to coach and support the principal. The principal is responsible for managing the increased student enrollment needs as a school adds grade levels and hires additional teachers and school support staff. The Director of School Operations, who reports directly to the principal and collaborates with the Regional Director of Operations, is responsible for overseeing the logistical requirements of



adding a new grade level at a school, including preparing additional facility space, overseeing student enrollment, managing the updated budget, and procuring additional furniture, equipment and classroom supplies.

c. Timelines and Milestones

AF plans to replicate and expand its network over a five-year project timeline. As stated above, each year two to four new schools will open. AF has set annual milestones for the number of schools it plans to operate and the total number of students it plans to serve. See page 31 of this Project Narrative for the annual targets.

ii. Business plan

AF's business plan is designed to support realization of the organization's three core strategies: serving students by operating high-performing charter schools, growing its network of schools to district-size, and inspiring and informing reforms within the broader education community. The current business plan calls for growing AF's network to 34 separate schools serving approximately 12,000 students by 2017. The majority of this growth will occur in New York and Rhode Island because those local educational agencies are providing AF with the operational and facilities support it needs. AF will continue to grow to nine schools in Connecticut and increase enrollment until each of those schools is at a full grade-level complement of students. AF will not grow beyond nine schools in Connecticut until the state solves the current gap in funding between charter schools and traditional public schools.

AF will continue to pursue its growth plan after the funding period, with the same staff and tools in use during the grant timeline. The functional teams will grow as responsibilities

increase with the growth of the network, although AF will enjoy significant economies of scale in most functions, thereby reducing its per student network support costs

Team	Responsibilities
Facilities	<ul style="list-style-type: none"> <li>- Manage growing portfolio of properties</li> <li>- Pursue appropriate sites for new AF schools based on input from the School Board and principal</li> </ul>
Finance	<ul style="list-style-type: none"> <li>- Maintain the five-year financial plan and work closely with the schools to develop and manage their budgets</li> </ul>
Teaching and Learning	<ul style="list-style-type: none"> <li>- Pro-actively improve on the curriculum and revise the scope and sequence and interim assessments to improve student academic achievement</li> <li>- Assist in the capture of best practices across the AF network, including lessons, units, video, and other tools and exemplars</li> <li>- Invest in the development of school-site instructional leaders</li> <li>- Provide professional development to teaching staff, including new teacher training</li> </ul>
External Relations	<ul style="list-style-type: none"> <li>- Assist schools in managing board relations</li> <li>- Raise funds to supplement philanthropy gaps</li> <li>- Recruit students for new schools and new grade-levels</li> </ul>
Human Capital	<ul style="list-style-type: none"> <li>- Manage new staff on-boarding process and human resources activities</li> </ul>
Information Technologies	<ul style="list-style-type: none"> <li>- Ensure that secure, reliable technology is available at all schools</li> </ul>

	and Network Support offices
Leadership Development	- Identify and invest in promising teachers and deans to become future leaders of AF schools
Operations	- Recruit and support on-site Directors of School Operations
Recruit	- Externally recruit talented teachers for all AF schools
School Support	- Promote great teaching, school culture and student achievement at the schools - Provide intensive principal coaching, support, and evaluation
Special Services	- Develop programs for students with disabilities and English language learners
Data	- Improve on AF's data practices and systems to ensure both data integrity and the robust use of data of all sorts to continuously inform and improve core practices
Marketing	- Design and produce inspiring materials for public relations, student recruitment and teacher recruitment

### iii. Multi-year financial and operating model

#### a. Financial and operational model

##### 1. Financial model

AF's financial model has been built and refined over several years to create an accurate, detailed picture of AF's current and future financial health. The financial model contains detailed projections of the costs to operate each existing and new school, plus the operations of Network

Support. Key assumptions have been made about the cost of providing instructional materials, recruitment, facilities, curriculum development, external relations, staff professional development, operations, marketing and information technologies to the schools.

The funding received through this grant program will be used in conjunction with matching funds for start-up needs at each of the new or expanding schools, including: furniture and fixtures, staff computers, student computers, other information technology equipment, textbooks, instructional supplies, music supplies, orchestra supplies, classroom supplies, signage and professional development (also fulfills Application Requirement (i)). AF has identified all other sources of federal funding, including Charter Schools Program funding through New York and Connecticut state, and ensured that funding received through this program will not overlap with other funding received. AF has also submitted two applications in partnership with other organizations for the federal Investing in Innovation funds. These grant applications are designed to support one-time investments in specific projects to further strengthen AF's capacity to grow, increase levels of student achievement, and share effective practice with other charter organizations and public education systems. If AF wins multiple competitive grant awards, the organization will ensure that it conforms with all federal award statutes and does not receive funding twice for any activities or materials.

Included in this application, AF has letters of support from New Profit, a national venture capital fund, The Peter and Carmen Lucia Buck Foundation, and individual philanthropist Jon Sackler. Though the generosity of these philanthropists, AF has secured matching funds in the amount of \$2 million. See *Project Narrative—Section 2—Other Attachments: Letters of Support* for letters of support from New Profit, The Peter and Carmen Lucia Buck Foundation, and Jon Sackler.

Plan to provide for continued operation of schools after funding (also fulfills Application Requirement (f)): AF has a strong network of supporters who contribute expertise, time and financial support to its schools. In the past, AF has received support from the Gates Foundation, the Broad Foundation, the Buck Foundation, the Robertson Foundation, the Robin Hood Foundation, the Walton Family Foundation, NewSchools Venture Fund, the Charter School Growth Fund, and many other large and small supporters. AF will continue to build its relationships with foundations and individuals that have the capacity and interest to support its schools. Through the grant lifecycle, AF will expand its network and procure the additional funding needed when the grant expires.

At full scale, AF and the schools will run solely on public dollars, with the exception of the schools in New Haven, Connecticut, which will continue to require modest philanthropic support because of public funding gaps in that geography. AF, per the management contracts it enters into with the schools, is committed to and responsible for raising any philanthropic support to bridge any funding gaps at the school level. AF has a 13-year track record of successfully bridging gaps at all of its schools.

Controls to ensure school receive allocated funding (also fulfills Application Requirement (c)): AF maintains a detailed Fiscal Control Structure for Network Support and the schools. The policies and procedures ensure efficient use of resources and safeguard assets against unauthorized use or misstatement of account balances. Given the fiduciary relationship shared between AF and the schools, it is common to have intercompany transfers when one entity incurs costs or receives payments on behalf of the other. As the applicant, AF would receive the Charter Schools Program funding allocated for the schools and would transfer this funding to the school through an intercompany transfer executed on a semi-monthly basis. The

policies and procedures regarding intercompany transfers would be enforced and reviewed by the independent auditors to ensure that the schools received all allocated funding.

## 2. Operating model

AF has a proven history of successfully operating and managing a network of 17 high-quality elementary, middle and high schools. The key elements of the operating model are: network structure, relationship between schools and network, relationship between schools and authorizing public chartering agency, school leadership planning, student recruitment and parental and community involvement, and partnering with local educational agencies.

Network structure: AF's model calls for one or more clusters of five schools: two elementary schools (kindergarten through grade four), feeding two middle schools (grades five through eight), feeding one high school (grades nine through 12) in each of its host districts. Schools initially open with either kindergarten and first grade classes or a fifth grade. From this starting point, each school grows with its students, adding one grade per year until it offers a full grade complement. AF opens high schools when an AF middle school is prepared to graduate an eighth-grade class. These students become the founding ninth graders at an AF high school.

Relationship between schools and network (also fulfills Application Requirement (b)):  
AF schools currently enter into a voluntary fiduciary relationship and management contract with AF Network Support for central office activities such as: finance and budgeting, recruitment, curriculum, technology, human resources, operations, facilities, marketing, fundraising, and external relations. As new schools are added to the network, they will establish and maintain a similar relationship with AF Network Support. In exchange for services provided, schools pay Network Support an annual service fee of 10 percent on the revenues received by the school.

Relationship between schools and authorized public chartering agencies (also fulfills Application Requirement (e)): The chartering entity for AF's New York schools is the State University of New York Charter Schools Institute and for AF's Connecticut schools the chartering entity is State Board of Education. As the chartering entities, the Charter Schools Institute and State Board of Education have played and will play a critical role in the development and evaluation of AF's charter applications. Prior to authorizing an AF charter, the relevant entity conducts a thorough evaluation of the proposed educational program, as well as an assessment of the school's governance and management structure. In addition, a site visit is conducted to ensure compliance of operations and facilities. The relevant entity works with the school's board of directors to ensure that the board and the school leadership understand and are prepared to meet the accountability requirements of the chartering authority. After issuing AF a charter, the relevant entity continues to figure prominently in the development and implementation of the school, providing technical assistance and oversight in the areas of accountability, governance, financial operations and regulatory compliance. AF confirms that it has not experienced any significant issues in the areas of student safety, financial management, or statutory or regulatory compliance (also fulfills Application Requirement (l)). The only compliance issue that AF is working with its authorizers to resolve, which is not renewal-threatening, involves teacher certification and delays in getting its teachers the appropriate paperwork. The authorizers have noted AF's progress in this area and agreed to renew all its charters despite this challenge. In addition, AF does not need waivers of Federal, State or local provisions or rules above those that are already provided to its schools. (Also fulfills Application Requirement (h)).

School leadership planning: AF's replication and expansion plan includes operating new schools under leadership hired externally or cultivated from the organization's existing cohort of deans, grade-level chairs or great teachers who have demonstrated success managing additional responsibilities. AF runs two leadership development programs to develop leadership skills in teachers, grade-level chairs, deans and external hires interested in becoming future leaders at AF schools.

The Leadership Fellows Program is a one-year professional learning program designed for teachers and grade-level chairs who have a demonstrated interest in developing and exercising their school leadership skills. In the program, fellows deepen their problem-solving skills, build on their communication skills, improve their personal efficiency, explore career pathways and develop a cohort support network. This program creates a critical pipeline of talented, prepared leaders to take on additional leadership skills at their schools.

The Principal-In-Residence Program is a one-year program for deans and external leaders who have been selected to become principals at new AF schools. During the Principal-In-Residence Program, participants visit successful charter schools, immerse themselves in the AF model, and practice and get feedback on all of the leadership skills necessary to prepare for the roles and responsibilities of a founding principal. This program is crucial to preparing AF's future principals for the new school year and ensuring that they have the skills and tools necessary to be successful.

Student recruitment and parental and community involvement (also fulfills Application Requirements (g) and (j)): Within the underserved communities in which AF schools operate, AF engages in active student recruitment to ensure that the beneficiaries of the organization's top-



quality educational program are those students with the greatest need—primarily EDS and subgroups historically impacted by the achievement gap. AF works to establish community partnerships with organizations aligned with AF’s mission and work. In the past, AF has established partnerships with organizations that serve high-need populations, including Head Start programs, churches, Boys and Girls Clubs, daycare centers, public libraries and after-school programs to promote its schools to prospective students and families. AF actively recruits students through targeted, bilingual—English and Spanish—print and radio advertisements, brochures, mailings, and information sessions.

All AF students are enrolled through a 100 percent blind lottery, and there are no admission or tuition fees. In order to enter the lottery, students must reside in AF’s host districts. Since AF strategically locates its schools in high-need districts, this enrollment restriction has been largely effective in ensuring that AF serves historically disadvantaged students. AF students are 99 percent African American or Hispanic and 72 percent are low-income.

Despite targeted outreach to high-need students in low-income neighborhoods, the percentage of low-income students at some of AF’s schools has dropped below the organization’s desired 70 percent threshold. AF’s growing reputation for outstanding academic performance is attracting many parents from all income levels. While AF appreciates the right of all students to a high-quality education, the organization believes that more affluent students have other paths to a high-quality education. By targeting students without economic access to high-quality educational opportunities, AF has the greatest impact.

In response to changing demographics, AF revised its student admission policy in New York, through the approval of the school boards of directors and the state chartering authority, to

grant admissions preference for “students at-risk of academic failure.” Students at-risk of academic failure are defined as students who: (1) qualify for the federal free or reduced price lunch program; (2) meet requirements for the supplemental nutrition assistance program; or (3) meet requirements for the temporary assistance for needy families program. These at-risk students are offered admission or placed on the waiting list at an AF school before all other applicants. If there are more at-risk student applicants than seats available, a random lottery determines which students are offered admission and which are placed on the waiting list. After all at-risk student applicants have been offered admission or placed on the waiting list, all other applicants are entered into an enrollment lottery.

While an explicit lottery preference for “at risk students” is not legal in Connecticut, AF has taken several measures in Connecticut to attract high-needs students. In Bridgeport, rather than serve the entire City, AF established a more limited “catchment area,” which restricts student recruitment and enrollment to the city’s East Side, East End and West Side/End neighborhoods. All three neighborhoods reflect AF’s target, high-need population. The East Side, East End and West Side/End have high concentrations of African American and Hispanic residents—91, 91 and 75 percent, respectively. In addition, these neighborhoods represent a high concentration of low-income families. For example, in Bridgeport’s East Side neighborhood, 40 percent of households do not have access to an automobile, and in the West Side/End neighborhood, the unemployment rate is 14 percent and 27 percent of residents live below the poverty level. By restricting student enrollment to these three neighborhoods, AF improves its ability to serve Bridgeport’s highest need students.

AF considers parents to be partners in the organization’s mission to bring about breakthrough student achievement. At AF schools, parents, students and teachers all sign a

compact that outlines their shared commitment to hard work and consistent support of one another. While this compact is not legally binding, it is an important symbolic commitment and plays an integral role in strengthening the relationship between parents and the school.

The community plays an important role in the development of a new charter school. Diversity is a key strength of the school board of directors, with community members, activists, teachers and parents all playing a role on the board. The board is then involved in key decisions including the planning, program design, selection of the school leader, and approval of the school budget.

GEPA Section 427: In accordance with the provisions of GEPA Section 427, AF has taken many important steps to ensure equitable access to, and participation in, its program by students, teachers and other program beneficiaries from historically disadvantaged backgrounds. The mission of AF is to serve and close the achievement gap for socio-economically disadvantaged minorities, and AF has purposefully chartered its schools in some of the most underserved communities in Connecticut and Brooklyn, New York. Moreover, AF's teacher recruitment efforts seek to ensure that its instructional teams are as reflective as possible of the communities and students its schools serve. AF aggressively recruits at and hires teachers from the nation's historically black colleges and universities, and is proactive about creating teacher recruitment marketing materials that mirror the diversity it aims to build in its staff. AF prides itself on being equal opportunity employers.

Partnership with Providence and Cranston, Rhode Island: In Rhode Island, the Rhode Island Department of Education, strongly encouraged and supported the Rhode Island Mayoral Academies, pursued a partnership with AF to open a cluster of five schools in the

Providence/Cranston region. The Rhode Island Mayoral Academies were created by state law to enable charters to serve students from multiple local educational agencies, providing increased options for students trapped in failing schools. The law increases the ease of bringing charter management organizations like AF to the state. The Mayoral Academies and AF worked together to identify the Providence/Cranston region as the location of AF's schools where, within two miles of each other, there are three Providence schools targeted for "turnaround" and two of Cranston's poorest and lowest performing schools. Within this two mile square section of the Providence/Cranston border, over 2,500 students are in need of better public school options. By locating AF near these struggling schools, AF provides a critical choice for students attending these low-performing schools.

In this joint partnership, the Mayoral Academies have committed to providing AF with the facilities, legal advice, outreach support, relationships and the mayoral support to facilitate AF's expansion into the state. AF has committed to providing the operations and financial oversight, principal and teacher training, and program development required to prepare the schools for opening. See *Project Narrative—Section 2—Other Attachments: Letters of Support* for a letter of support from the Rhode Island Mayoral Academies.

Partnership with New York City, New York: The Chancellor of the New York City Department of Education has long been a strong supporter of AF, and invited AF several years ago to open schools in Brooklyn as a part of his overall plan to create a system of great schools in New York City. In the Chancellor's words, "I knew about the work Achievement First was doing up in New Haven, and it was really path-breaking work. So, I wanted that model to be available as part of our school reform effort in New York City."<sup>iv</sup> Over the last few years, the Chancellor has been closing significantly underperforming schools while simultaneously

increasing the number of high-performing charter schools, with particular focus on opening schools in those same lowest-performing districts and often in the same school buildings. It is in large part through the Chancellor's unwavering support of AF that the organization's growth plan includes operating 20 schools in Central Brooklyn. See *Project Narrative—Section 2—Other Attachments: Letters of Support* for a letter of support from the New York City Department of Education.

Partnership with New Haven: AF is partnering with New Haven Public Schools to develop an Aspiring Leaders Program, a groundbreaking new partnership through which AF will coach and train a select group of future principals each year, readying them for leadership in the district. The program will prepare outstanding new leaders for some of New Haven's highest need schools to become principals or upwardly mobile assistant principals. This partnership is specifically targeted at helping New Haven turnaround its lowest performing schools through providing high-quality school leaders able to lead dramatic change in schools. This partnership represent an extraordinary effort by a district and a charter management organization to work together to increase student achievement broadly—specifically by training leaders for New Haven Public Schools in a combined residency split between the two organizations and drawing heavily on AF's leadership coursework. See *Project Narrative—Section 2—Other Attachments: Letters of Support* for a letter of support from New Haven Public Schools.

iv. Plan for closing underperforming charters

AF holds each of its schools to high student performance and cultural expectations. In the event that a school is not meeting AF's high standards of quality, the first course of action is to invest additional talent, curriculum and professional development resources to improve its

performance. Specifically, AF would consider: replacing the principal, replacing teachers, changing aspects of the curricula and increasing the time invested by senior AF leaders. AF encountered this situation at Elm City College Preparatory Elementary School with students underperforming according to AF's high standards and expectations. To address this disappointment, AF replaced the principal, instituted a new reading program and strengthened the tutoring/supplemental services program which subsequently raised student scores. Given AF's success with improving underperformance, intensive time, leadership changes and instructional changes would be the organization's primary approach. In the unlikely and unfortunate event that intensive time and focus on a school did not improve its results, or if required by the authorized public chartering agency, AF would close an underperforming school.

v. Key personnel

Executive team: AF Network Support has a highly qualified executive team with diverse, relevant experiences, exceptional talent and deep experience in the primary functional areas. AF Network Support's executive team provides numerous school support services focused on maintaining quality now and as the network scales. In the event that an AF school is not meeting academic, culture or other organizational standards, the executive team has the power and expertise to intervene and take corrective action. For the complete resumes of AF's executive team, vice presidents and assistant superintendents, see *Project Narrative—Section 1—Other Attachments: Resumes/Curriculum Vitae*.

1. Dacia Toll, Co-Chief Executive Officer and President

Key responsibilities for the project:

- Leads AF's external relations and talent development efforts

- Manages AF's relationships with states and host districts, including facilitating AF's growth within existing and in new geographies

#### Qualifications:

- As co-Chief Executive Officer oversaw growth of AF from one to 17 schools
- Founding director of Amistad Academy
- University of North Carolina graduate, Morehead Scholarship
- Rhodes scholar and Yale Law School graduate

#### 2. Doug McCurry, Co-Chief Executive Officer and Superintendent

#### Key responsibilities for the project:

- Leads AF's academic and school culture initiatives and supports existing and new school leaders in implementing and maintaining a rigorous curriculum, a strong school culture, and a professional and collaborative adult culture

#### Qualifications:

- As co-Chief Executive Officer oversaw growth of AF from one to 17 schools
- Founding associate director of Amistad Academy
- University of North Carolina graduate, Morehead Scholarship

#### 3. Max Polaner, Chief Financial Officer and Chief of Staff

#### Key responsibilities for the project:

- Manages financials relating to start-up, scale and sustainability for all AF schools and for AF Network Support

- Leads AF's organizational development, including monitoring AF's performance against organizational priorities

Qualifications:

- Previously Chief Financial Officer of 200-person analytic consulting firm
- Former math, social studies and music teacher
- Harvard Business School graduate

4. Maia Heyck-Merlin, Chief Operations Officer

Key responsibilities for the project:

- Oversees recruitment, development and evaluation of existing and new AF school leaders, teachers and operational team members, as well as school-based operations

Qualifications:

- Teach for America teacher, executive director and managing director
- Tufts University graduate

5. Harris Ferrell, Chief Information Officer

Key responsibilities for the project:

- Develops, implements and oversees information practices, processes and systems across AF to ensure that the organization efficiently and effectively communicates, documents, shares, analyzes, reports, plans and reviews all facets of organizational performance now and as AF grows to scale

Qualifications:



- Senior executive in several educational ventures
- Yale and Harvard Business School graduate

## **VI. APPLICATION REQUIREMENTS**

- a. Project objectives

See page 31 of this Project Narrative.

- b. Past and future school relationship between schools and network

See page 48 of this Project Narrative.

- c. Controls to ensure schools receive allocated funding

See page 47 of this Project Narrative.

- d. Educational program

See page 24 of this Project Narrative.

- e. Relationship between schools and authorized public chartering agency

See page 49 of this Project Narrative.

- f. Funding plan after grant has expired

See page 47 of this Project Narrative.

- g. Community and parental involvement

See page 50 of this Project Narrative.

- h. Federal or State waiver requests if necessary

See page 49 of this Project Narrative.

- i. Grant uses in coordination with other Federal grants and matching funds

See page 46 of this Project Narrative.

- j. Plan to recruit educationally disadvantaged students

See page 50 of this Project Narrative.

- k. Compliance with Individuals with Disabilities Education Act

See page 25 of this Project Narrative.

- l. Issues of student safety, financial management and statutory or regulatory compliance

See page 49 of this Project Narrative.

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<sup>i</sup> According to the National Center for Education Statistics, by the 2014-15 school year, AF will be larger than 95 percent of all public school districts in the country in 2009.

<sup>ii</sup> Hastings, Neilson, and Zimmerman, "Magnet and Charter School Achievement: Evidence from New Haven Public School Lotteries". Unpublished Manuscript, Yale University. 2010

<sup>iii</sup> Teh, McCullough, and Gill, "Analysis Impact Estimates for Five Schools Affiliated with Achievement First and Uncommon Schools". Mathematica Policy Research. 2010

<sup>iv</sup> Interview with Achievement First, June 2007

# Project Narrative

## Section 1 - Other Attachments: Resumes/Curriculum Vitae

Attachment 1:

Title: **Achievement First CSP Grant Application Resumes** Pages: **21** Uploaded File: **Achievement First CSP Grant Application Resumes 100630.pdf**

Achievement First:

Replicating and Expanding High-Achieving Charter Schools in Connecticut, New York  
and Rhode Island

Resumes

Name	Title	Page reference
Dacia M. Toll	Co-Chief Executive Officer and President	2
Doug McCurry	Co-Chief Executive Officer and Superintendent	4
Max Polaner	Chief Financial Officer and Chief of Staff	6
Maia Heyck-Merlin	Chief Operations Officer	7
Harris Ferrell	Chief Information Officer	9
Jon Schwartz	Vice President of School Operations	11
Michael Thomas	Vice President of External Relations (CT)	12
Lesley Esters Redwine	Vice President of External Affairs (NY)	15
Marc Michaelson	Assistant Superintendent	16
Elana Karopkin	Assistant Superintendent	18
Chi Tschang	Assistant Superintendent	21

# Dacia M. Toll

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## Experience

1999-current New Haven, CT

### **Founder and Director, Amistad Academy**

- Co-chair of Planning Committee that authored charter application and oversaw project implementation.
- Has served for five years as the school's CEO, leading the school's administrative team, overseeing daily operations, evaluating staff, supporting curriculum, assessment, discipline, and parent involvement activities and personnel.

1997-1999 (volunteer position while in law school) New Haven, CT

### **Executive Director, New Haven Cares**

- Managed the daily operations and long-term goals of this anti-poverty non-profit organization, including the administration of a redeemable voucher program.
- Responsibilities included managing paid, volunteer, and work study staff, fundraising, community outreach, and developing working partnerships with social service providers, civic groups, and merchants.
- Oversaw the three-fold expansion of the voucher program.

Summer 1998 Washington, DC

### **Policy Analyst, U.S. Department of Education**

#### **Office of the Deputy Secretary**

- Analyzed the progress of national standards-based education reform and formulated strategic proposals to improve the actual impact of standards on classroom practice; several proposals were incorporated in the Reauthorization of the Elementary and Secondary Education Act (ESEA).

Summer 1997, 1997-1998 (part-time) New York, NY

### **Business Associate, McKinsey & Company**

- Helped to analyze and revamp the sales, marketing, and customer service operations of a large healthcare company. Led the specific analysis of sales force organization, custom orders, and inventory management.
- Helped develop and further the concept of "Breakthrough" districts in New York City public schools. Led the analysis and recommendations around removal of ineffective principals and served as an assistant trainer during three-day strategic planning session for all District 19 principals.

Summer 1996 Atlanta, GA

### **Assistant to the Program Director, The Atlanta Project**

- Analyzed the lessons learned from the first five years of operation of The Atlanta Project, a comprehensive urban renewal program launched by former President Carter and his corporate partners. Developed a strategic plan for Phase II in consultation with the staff and Governing Board.

**Education**

1996-1999

New Haven, CT

**Yale Law School**

- J.D., June 1999
- Student Director and Student Supervisor, Community Legal Services Clinic
- Worked with New York City Schools' counsel in drafting guidelines for expanded authority of NYC Chancellor under the 1996 Governance Bill. Investigated legal and political remedies for improving failing schools for the National Urban League

1997-1999

New Haven, CT

**Yale Teacher Preparation**

- Connecticut Teacher Certification, History/Social Studies (7-12)

1994-1996

Oxford, England

**Oxford University**

- M.A., 1<sup>st</sup> Class, Philosophy, Politics, and Economics (PPE), June 1996
- Rhodes Scholarship; Graduate Student President; Oxford Women's Lacrosse Team

1990-1994

Chapel Hill, NC

**University of North Carolina at Chapel Hill**

- B.A. with highest honors and highest distinction, Economics and Political Science, May 1994
- Student Body Vice-President; Managing Editor, *The Daily Tar Heel*; Truman Scholarship for Public Service; Morehead Scholarship

**Board  
Memberships**

New Haven Public Education Fund  
WKBJ Partnership Foundation Trustee

# Douglas S. McCurry

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## Experience

2003-Present

New Haven, CT

### **Superintendent and Co-CEO, Achievement First**

- Founded school reform non-profit based on the Amistad Academy model
- Partnered with the Grow Network in New York to put Amistad curriculum and interim assessment system on a technology platform
- Designed strategic plan for teacher recruitment and hired director of recruitment
- Led development of math cumulative review materials, reading novel units, and a reading comprehension sequence that teaches the core components of comprehension in a step-by-step fashion
- Designed K-4 program based on extensive curricular research and site visits of high-performing schools
- Founded Elm City College Preparatory School, a K-8 charter school opening in the fall of 2004

1999-2003

New Haven, CT

### **Associate Director, Amistad Academy**

- Served as Connecticut certified principal for a high-performing charter school
- Led all school efforts around the school's academic program, including curriculum development, teacher recruitment, and observation and evaluation
- Led development of a comprehensive interim assessment system in which all students are tested every six weeks to determine areas of strength and weakness
- Taught math, reading, and writing classes to 5<sup>th</sup> and 7<sup>th</sup> graders; 93 percent of 7<sup>th</sup> grade math students showed mastery (then the highest category) on the Connecticut Mastery test; 5<sup>th</sup> grade writing and math students showed gains of over 30 percentiles on state and national tests

1995-1997

Charlotte, NC

### **History and English Teacher, Providence Day School**

- Redesigned curricula for the following courses: U.S. Government, Economics, International Relations, Writing Workshop
- Coached Varsity tennis, Junior Varsity basketball
- Selected by students as one of two faculty representatives on the schools Honor Council
- Led school's Model United Nations program; twice took Model UN team to the Hague to compete in the world's largest Model UN program

1994-1995

Charlotte, NC and Atlanta, GA

### **Freelance Writer**

- Wrote monthly column for the *Charlotte Observer* on issues such as urban sprawl, school desegregation, the homogenization of American culture, and the social value of teachers

- Wrote profiles of local athletes for the sports section of the *Atlanta Journal-Constitution*

1994-1995

Atlanta, GA

**Consultant, Andersen Consulting**

- Provided business and technology consulting for Fortune 500 clients
- Coordinated proposal for a multi-million dollar bid, including a demonstration of off-site “on-screen” call center for technology solutions

**Education**

1998-1999

New York, NY

**Teachers College, Columbia University**

- M.A., October 1999
- Degree focused on charter schools within the Private School Leadership Program
- Klingenstein Private School Leadership Scholarship, John Dewey Scholar

1990-1994

Chapel Hill, NC

**University of North Carolina**

- B.A., May 1994, History and Journalism
- Morehead Scholarship, National Merit Scholarship, Phi Beta Kappa
- Honors Thesis on the changing perceptions of race among students in Chapel Hill



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## experience

- 2006-Present **ACHIEVEMENT FIRST** **BROOKLYN, NY AND NEW HAVEN, CT**  
*CFO and Chief of Staff.* Responsible for all financial, human capital, facility acquisition and organizational development functions of central office and network of 17 schools of leading Charter Management Organization, including:
- Implementation and oversight of financial policies and procedures, creation of budgets, execution of financial reporting, management of external audits, and primarily contact with boards of trustees, public funders (federal, state and local) and philanthropists (individuals and foundations).
  - Additionally areas of responsibility include facilities acquisition (including identifying sites, securing financing and overseeing construction), human resource management (for CMO), and management of internal communications and organization (staff meetings, annual retreat, leadership team).
  - Participate in creation and implementation of overall strategy as member of leadership team.
- 2003-2006 **INDUCTIS** **NEW PROVIDENCE, NJ**  
*CFO.* Led all financial, operational and administrative functions for 200 person analytic consulting firm with offices in New Providence, New York and New Delhi, India. Member of leadership team during period of dramatic growth and managed the successful sale of the firm to EXL Services in 2006.
- 1999-2002 **IMPROMPTU GOURMET** **VALLEY COTTAGE, NY**  
*Founder and CEO.* Founded, launched and led start-up gourmet food company. Raised \$7.2 million in financing and generated \$3 million in revenue prior to closing in March, 2002.
- 1997-1999 **MCKINSEY & COMPANY, INC.** **NEW YORK, NY**  
*Engagement Manager/Associate.* Performed analysis, managed teams and interfaced with clients as member of consulting teams at strategy consulting firm. Named Engagement Manager after 18 months.
- 1992-1994 **POLANER PRESERVES** **ROSELAND, NJ**  
*Quality Assurance Manager.* Led quality control department of family owned \$100 million food company. Managed staff of 10 quality control technicians.
- 1988-1992 **LA VISTA MIDDLE SCHOOL** **HAYWARD AND**  
**THE DORRIS EATON SCHOOL** **WALNUT CREEK, CA**
- *Math and Social Studies teacher.* Taught 7<sup>th</sup> and 8<sup>th</sup> grades at La Vista, a public middle school, serving an ethnically and economically diverse student population in heterogeneous classrooms.
  - *Music teacher.* Led the music department at the Dorris Eaton School, a private K-8 academy.
- education**
- 1994-1997 **HARVARD BUSINESS SCHOOL**  
**THE KENNEDY SCHOOL OF GOVERNMENT** **BOSTON/CAMBRIDGE, MA**  
*MBA and MPP joint-degree program.* Earned Master of Business Administration, with distinction, and Master of Public Policy degrees in combined 3-year program.
- 1990-1991 **SAN FRANCISCO STATE UNIVERSITY** **SAN FRANCISCO, CA**  
*Teacher Certification.* Received certifications in Math and Social Studies.
- 1984-1988 **YALE UNIVERSITY** **NEW HAVEN, CT**  
*Bachelor of Arts in Philosophy.* Wrote thesis on Schopenhauer's theory of the will. Member and tour manager of Yale Russian Chorus. Manager of Yale Refrigerator Agency.
- community** Founding board member of Hoopapaluza, which runs an annual charity event and has raised over \$1,000,000 for children's charities in New Jersey since its creation in 2002.

# MAIA HEYCK-MERLIN

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10 First Street  
Brooklyn, NY 11231

## RELEVANT EXPERIENCE

### **Teach For America**

#### **Managing Director, Shared Operational Services, Teacher Preparation Team**

**Aug. 2005 - present**

*Teach For America is a nonprofit organization that recruits, selects, trains, and supports outstanding recent college graduates to achieve significant academic student gains in under-resourced schools.*

- Responsible for the central operations of multi-site teacher training institutes supporting over 2,900 beginning teachers
- Lead a team of eight direct reports responsible for human assets, finance, technology, procurement, data collection/analysis, operational execution, document production/delivery, while serving as a Teacher Preparation Team leader
- Oversee 16 million dollar operating budget, as well as led first time budgeting process, including creation of new cost-savings initiatives, better forecasting methods, and additional tracking tools
- Create and implement new data tracking systems to monitor ongoing progress and refine existing practices, resulting in real-time data to impact teacher effectiveness and communicate across the organization
- Oversee all procurement and streamline request for proposal (RFP) process for existing local and national vendor contracts, resulting in cost savings in multiple areas
- Manage institute staff recruitment and selection operations, technology, and communications for more than 700 applications per year, with 95% of applicants reporting the efficiency and ease of website was good to excellent and 90% reporting good to excellent accuracy and timeliness of responses
- Design and implement all corps member and institute staff policies to reduce risk and liability and ensure consistent application and legal compliance, including the re-design of dismissal procedures
- Oversee all corps member communications from matriculation through institute, including managing the move of materials from hard copy mailings to entirely web-based methods, resulting in cost-savings of \$25,000 and increased quality
- Manage all curriculum editing, production, and distribution to 2,900 incoming corps members, resulting in increased accuracy of delivery and cost-savings of \$70,000 dollars

#### **Institute Director, Houston**

**Feb. 2003 - Aug. 2005**

- Responsible for executing an 800-person teacher training institute with a staff of 120--15 direct reports
- Led team to a 17% increase in corps member perception of preparedness; 87% of staff members self-reported a positive work experience (highest of all three institutes)
- Designed and executed institute staff selection process of more than 300 applicants per year
- Managed two million dollar operating budget, including one million dollar university contract, and secured first multi-year contract in institute history
- Cultivated strategic partnership with Houston Independent School District, including contract negotiation and 11 school relationships
- Built staff cultivation systems to recruit and select high-performing staff members--led to practices used across all three institutes
- Supported full-time team of three to plan and execute efficient logistics at the university host site and school sites, resulting in highest logistics and operational results in institute history
- Planned and executed five summer staff training conferences with a focus on giving effective feedback to new teachers--90% of staff members report feeling prepared for their roles, 84% of corps members agreed feedback was effective

#### **Executive Director, South Louisiana**

**June 2002 - Feb. 2003**

- Asked to take over Institute Director position to fill organizational need
- Built and managed board of local leaders, including support of influential business organizations
- Developed a \$650,000 local base of financial support, including grants from corporations, foundations, and individuals
- Oversaw programmatic efforts to create professional development options resulting in dramatic increase in program satisfaction
- Increased local awareness of Teach For America's efforts through effective public relations and formation of two additional district partnerships

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## **Children's Charter School Fifth Grade Instructor**

**Baton Rouge, LA  
Aug. 2001-June 2002**

*Children's Charter School is a teacher-run, high-performing charter school serving under-resourced communities in Baton Rouge.*

- Chairperson of Discipline Committee that instituted school-wide positive reinforcement plan on campus
- Co-chair of Technology Team that trained staff members on various software incorporation with instruction
- Founder and advisor of Student Leadership Team; participant in weekly study groups

## **The New Teacher Project Content Seminar Designer**

**Baton Rouge, LA  
Sept. 2001 - Jan. 2002**

*TNTP is a nonprofit organization that partners with educational entities to increase the number of people who become public school educators.*

- Designed innovative content seminars for Practitioner Teacher Program based on nationwide best practices
- Connected curriculum and instructional strategies in a year-long training module series for first year teachers
- Crafted lesson plans for first year teachers that incorporated research-based teaching strategies

## **Teach Baton Rouge Director of Summer Training Institute**

**Baton Rouge, LA  
Summer 2001**

*Teach Baton Rouge is a district-run program that recruits, selects, trains, and supports mid-career professionals working in under-resourced schools.*

- Planned and oversaw implementation of curriculum for six week intensive summer training for first year teachers
- 87% of participants surveyed felt they were prepared for their first year teaching responsibilities
- Planned staff training for faculty and managed six direct reports--100% of participants were satisfied with faculty
- Managed daily operations, including all written communication and school relationships

## **Delmont Elementary School Fourth Grade Teacher/Teach For America Corps Member**

**Baton Rouge, LA  
Aug. 1999 - May 2001**

*Delmont Elementary School is a regular public school in East Baton Rouge Parish and ranks as one of the lowest-performing schools in the district.*

- Selected as Teacher of the Year by faculty and staff; instructed MS Office Productivity courses for educators
- Grade level chairperson; co-creator of Saturday school program and curriculum
- 90% student passage rate on English Language Arts portion of Louisiana Educational Assessment
- Member of Technology Team; Curriculum & Instruction Committee; School Improvement Team

## **EDUCATION**

### **Louisiana State University**

Enrolled in M.A. in Educational Technology, GPA 4.0

**Baton Rouge, LA  
1999 - 2001**

### **Tufts University**

B.A. in Child Development, GPA, 3.54, Dean's List, Cum Laude

**Medford, MA  
1995 - 1999**

- President of Leonard Carmichael Society, Tufts' largest student body organization, with over 800 student volunteers
- Presidential Award for Citizenship and Public Service; Wendell Phillips Scholarship Award Finalist; Ex-College Board Member

## **AWARDS & LEADERSHIP**

### **Fulbright Memorial Fund Teacher Program**

*Fellowship*

**Tokyo, Japan  
October 2000**

### **David . England Teacher-Researcher Award**

*Grant Recipient*

**Baton Rouge, LA  
2000 - 01 school year**

### **National Writing Project**

*Participant*

**Baton Rouge, LA  
June 2000**

- Peer-selected, Editor-in-chief of anthology, *Kaleidoscope*
- Teacher-consultant for district-wide writing instruction

**R. HARRIS FERRELL**  
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**career summary** Senior executive in educational ventures with both strategic and operational roles. Demonstrated experience launching and growing new enterprises and in technology product management.

**experience**

2007 – present **ACHIEVEMENT FIRST, INC** **BROOKLYN, NY**  
2009 – present *Chief Information Officer*

Oversee the information practices, processes, and systems at AF Central and its network of schools to ensure that Achievement First has the data and information practices supported by the proper enterprise systems to efficiently and effectively communicate, document, share, analyze, report, plan, and review all facets of its best practices and organizational performance.

2007 – 2009 *President, AF Athena*  
Launched new division to develop, manage, and sell proprietary technology for formative assessment, data analysis, and instructional planning.

- Managed development from the prototype of the technology into full production implementation across all Achievement First schools and grade levels in less than four months
- Raised over \$5.5M in new philanthropic funding to support Achievement First and its Athena initiative
- Negotiated three-party agreement to fund and outsource the development and commercialization of the next generation of the Athena technology for the K-12 education market

2005 – 2007 **ADVANCEPATH ACADEMICS, INC** **SAN FRANCISCO, CA / WILLIAMSBURG, VA**  
*Co-Founder & Senior Vice President, Program Design & Implementation*

Founding team member of private, for-profit venture that partners with school districts to deploy and operate academies that recover, educate, and graduate out-of-school adolescents and students at high risk of not earning their high school diploma.

- Secured initial district partnerships and grew organization from concept through implementation of first five academies with expansion into three states, growing revenues from zero to over \$4M in annual contract value.
- Led academy development from instructional design to fully operational academic program including curriculum development, staff hiring and training, IT management, facilities build-out, student recruitment, district integration, and ongoing support and oversight.
- Negotiated and managed relationship with over 15 business partners, vendors, and suppliers.
- Managed overall performance of academies demonstrating measurable academic improvement of 80-150% in student performance and graduation rates.

2003 – 2005 **NEWSCHOOLS VENTURE FUND** **SAN FRANCISCO, CA**  
*Associate Partner*

Oversaw a portfolio of ventures and activities related to school-system performance as part of venture philanthropy team that invests in entrepreneurial organizations (for-profit and nonprofit) working to transform public education.

- Co-led Performance Accelerator Fund designed to invest in entrepreneurial ventures that provide tools and services to help school districts become performance-driven organizations. Specific market focus on human capital development and data and assessment tools.
- Directed research initiative to define, track, and evaluate the adoption of performance-driven practices in leading urban school systems. Produced May 2005 report, “Anatomy of School System Improvement.”

2001 – 2003 **SCHOOLNET, INC.** **NEW YORK, NY**  
*Director of Product Management*

Led product development and marketing for company that delivers data analysis and curriculum management software to public school districts to support data-driven decision making in education.

- Managed team to design suite of web-based data management and performance applications. Products named finalists two years in a row for the Codie Awards by the Software and Information Industry Association. Improved product development process to streamline client feedback and market requirements into reliable and timely development cycles.
- Doubled sales and expanded client installations into six new states over 18-month period.

- 2000 *Summer Associate*
  - Spearheaded research and development of applications to enable districts to report and intelligently analyze Adequate Yearly Progress as mandated in the No Child Left Behind Act (patent-pending).
  - Developed The Doyle Report, a website and e-mail newsletter for education policy and technology. Directed the information architecture, design, and programming of website.

1997 – 1999 **MITCHELL MADISON GROUP** **NEW YORK, NY**

*Business Analyst*

Consulted to Fortune 500 companies and New York arts organizations for global management consulting firm. Specialized in demand management and supplier control, strategic restructuring, and marketing initiatives.

- Reduced annual real-time market-data expense by \$8M (15% of prior level) for a leading investment bank. Built and populated relational database to match actual data usage against needs profile of traders.
- Evaluated restructuring effort for New York City arts organization. Analyzed competitive landscape, assessed organization's services, and investigated funding sources to recommend programmatic changes.
- Founded High School Mentoring program between firm and local public high school. Program doubled to over 60 participants by second year.

1995 – 1997 **TEACH FOR AMERICA** **HOUSTON, TX**

*Corps Member and Sixth Grade Bilingual Teacher*

Taught 50 sixth graders in disciplines of math, science, and social studies as part of the national teacher corps that annually selects top college graduates to teach in low-income public schools.

- Awarded Outstanding and Dedicated Teacher for Lantrip Elementary School. First sixth grade class at school to exceed district averages on state-mandated standardized test – a 75% improvement over previous year.
- Appointed by principal to chair Incentive Committee. Developed, proposed, and executed campus-based incentive plan to reward motivated and outstanding staff at Lantrip.
- Elected to Shared Decision-Making Committee by faculty to oversee school budget, assess campus improvement proposals, and establish school policy.
- Completed graduate course work, while working full-time, to earn bilingual elementary teaching certificate.

**education**

1999 – 2001 **HARVARD BUSINESS SCHOOL** **BOSTON, MA**

Master in Business Administration. Awarded First Year Honors (top 15% of class). Education Representative – officer elected by classmates to serve as liaison between faculty and students. Member of HBS Soccer Club – Boston-area graduate school champions.

1991 – 1995 **YALE UNIVERSITY** **NEW HAVEN, CT**

Bachelors of Arts degree in Economics. Thesis topic: *Economic Analysis of Private, For-Profit Firms that Manage Public Schools*. Studied at the Instituto de Estudios Europeos in Madrid, Spain for spring semester junior year. English Director of U.S. Grant Foundation, a teaching program serving New Haven youths. Musical director and stage improvisator in the Purple Crayon of Yale, an improvisational comedy troupe.

**personal**

Fluent in Spanish. Climbed Mt. Kilimanjaro in Africa. Cycled throughout Pacific Northwest. Enjoy cycling, soccer, and basketball. Play blues and rock piano.

## Education

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### **Yale School of Management**

New Haven, Connecticut

Master of Business Administration (MBA), 2006.

- Concentration in strategy with a focus on nonprofit management.
- Distinction grade (top 10% of class) in competitive strategy and managing organizational politics.
- Selected as Yale MBA student interviewer by the admissions committee.

### **Princeton University**

Princeton, New Jersey

Bachelor of Arts in History, Certificate in American Studies, 1999. (GPA: 3.7)

- Three-time national champion and 1999 Gordon G. Sykes award winner for “outstanding team contribution, leadership, and sportsmanship” as coxswain for the Princeton lightweight crew.

### **Broad Residency in Urban Education**

- Graduate of the Broad Residency in Urban Education, a national and highly selective (6% admissions rate) two-year management development program that recruits and trains emerging executives for senior management positions in public education.

## Experience

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2006-Present

### **Envision Schools**

San Francisco, California

*Vice President, Operations & Finance*

- Lead 16 person team of school site & central office staff responsible for all aspects of school operations & finance including compliance, enrollment, food services, risk management, budgeting and accounting at Envision Schools (ES), a \$15MM nonprofit that develops charter schools located throughout the Bay Area.
- Member of the ES Senior Management Team; work closely with CEO and Board of Directors to define the organization’s overall strategic direction, execute key initiatives and problem solve institutional issues.
- Lead organization’s performance management related initiatives; responsible for designing and implementing monthly, quarterly and annual key performance indicators (KPIs) dashboard.
- Spearheaded ES’ replication efforts by developing a licensing and fee-for-service model; created and documented standard operating procedures for key aspects of organization’s ongoing operations.

Summer 2005

### **New Profit Inc.**

Boston, Massachusetts

*Summer Consultant, Portfolio Management*

- Performed portfolio growth analysis for New Profit, a \$15MM venture philanthropy fund affiliated with the Monitor Group; solidified the fund’s value proposition by quantitatively demonstrating impact to investors.
- Authored memorandum analyzing the business plan and portfolio fit of a potential grantee; drove due diligence process by interviewing prominent industry experts; recommendation led to successful funding.
- Authored benchmarking study of leading national non-profits with independent 501c3 affiliate structures; data provided insights critical to informing Monitor’s growth strategy work with a current grantee.

2003-2004

### **California Charter Schools Association**

San Francisco, California

*Director, Services & Products*

- Repositioned value proposition for vendor memberships resulting in a 650% gain to category sales; structured deal with third-party vendor to build an e-procurement system for charter schools statewide.
- Developed model to generate over \$500K annually in revenue-sharing fees for the Association and save members up to \$50MM; performed broad industry analysis to determine optimal deal structure.
- Orchestrated strategic alliance with Office Max granting them exclusive access to a \$12MM market; achieved 30% school participation rate in one quarter and reduced member office-supplies costs by 60%.
- Collaborated with sponsorship team to double vendor participation and increased exhibitor fees by 100% at 2004 statewide charter schools conference by enhancing customer orientation.

1999-2003

### **Gap Inc.**

San Francisco, California

*Head of Office, Senior Merchandiser*

- Managed \$85MM in annual volume; promoted on average every 12 months versus company standard of 24 months; fast-tracked to post-MBA position, and consistently ranked in top 10% in annual reviews.
- Led team of 12 people in identifying key fashion trends, analyzing sales to maximize profits, building market specific strategies, preparing seasonal financial plans, and assorting clothing lines.
- Awarded “Do the Right Thing” President’s awards in 2003 and 2001 for driving double-digit sales growth, upholding key company values, and in recognition of community service efforts.

## Skills and Interests

### **Achievement First**

### **Leadership Team Resumes**

### **Page 11**

Accomplished marathoner, cyclist, triathlete, and fundraiser in cause-related endurance events.

- Bow tie aficionado: featured in national bow tie catalog Beau Ties Limited of Vermont.

## MICHAEL A. THOMAS

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### PROFILE

**Career Overview:** Background features a unique combination of leadership positions, academic preparation, military experience, technological aptitude and entrepreneurial private sector success. Fourteen years of military service, highlighted by over-seas combat leadership, high level intelligence coordination and policy work. Founded, developed and sold a highly successful start-up consulting firm which produced best-in-breed homeland security software. Counter-terrorism trainer for NYPD, US Special Forces and other military and civilian departments and agencies. Yale Law School graduate, with a passion for international law. Top Secret/SCI clearance with Counter Intelligence Polygraph.

**Key Strengths:** More than a decade of immersion in counter-terrorism, and related geopolitical and security issues. Strong understanding of the legal, operational and technological aspects of intelligence and intelligence operations. Strategic thinker, with a vision of marshalling private sector ingenuity and public sector resources into a seamless, integrated intelligence strategy.

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### RELATED EXPERIENCE

Present ACHIEVEMENT FIRST

***Vice President, External Relations***

First person to hold Vice President, External Relations position after two and one half year search.

- ◆ *Develop and oversee multi-million dollar fundraising effort for Connecticut operations and capital requirements.*
- ◆ *Create an effective and enduring advocacy program at the local, state and federal level to promote Achievement First equities and positively impact broader education reform agenda.*
- ◆ *Develop strategic plans and goals around external relations and lead staff to achieve those goals.*
- ◆ *Lead a team of highly talented and motivated professionals across a vast array of mission areas and geographies.*

Present UNITED STATES NAVY RESERVE

- ◆ *Executive Officer of a USNR Unit in Brooklyn, NY*
- ◆ *Lead a team of specialized intelligence personnel in support of US Government Homeland Security and Counter-terrorism efforts*
- ◆ *Man, train and equip unit members for deployment in support of Overseas Contingency Operations and other national security objectives*

2008-2009 UNITED STATES NAVY

***Director, Navy Reserve HUMINT Program, Chief of Naval Operations, OPNAV N2XR***

Hand selected to create a full spectrum, US Navy Reserve Human Intelligence (HUMINT) capability.

- ◆ *Create draft and staff policies, programs, and plans for the manning, training, equipping, deployment and retention of Navy Reserve HUMINT personnel.*
- ◆ *Facilitate interaction and coordination between Active and Reserve Navy components, Naval Criminal Investigative Service, Naval Special Warfare Command, Defense Intelligence Agency and other Intelligence Community agencies requiring Navy Reserve support.*
- ◆ *Works with officials at Congress, USD(I), Chief of Naval Operations, Director of Naval Intelligence and other senior intelligence community officials to promulgate USNR HUMINT policy and provide oversight ensuring compliance with all applicable laws, rules and regulations.*

2006-2008 UNITED STATES NAVY

***Executive Officer/Senior Intelligence Officer, Provincial Reconstruction Team – Farah, Afghanistan***

Deployed in support of Operation Enduring Freedom VIII.

- ◆ *Led and coordinated myriad daily activities of the senior staff of the Provincial Reconstruction Team (PRT), Farah, Afghanistan. Managed interactions between staff and senior Afghan leadership.*
- ◆ *The purposes of these activities included extending the reach of the Afghan government into all areas of their country, establishing the rule of law, enhancing security, strengthening communications, building roads and improving healthcare.*

- ◆ Directed approximately 250 individuals including active Army and Navy personnel, Reserve Navy, the Arizona National Guard and a component from the Air Force. Oversaw \$6 million in construction projects.
- ◆ Guest Lecturer at Counter Insurgency Operations Academy, Kabul, Afghanistan.

2003-2005 HARBINGER TECHNOLOGIES GROUP, INC. – Boston, Massachusetts

**Founding Partner/Chief Financial Officer** – Established, developed and funded this international consulting and technology firm, formed as the United States government developed a focus on homeland security. Researched the market. Developed concept and business plan. Recruited partners and investors. Employed rapid application development to create best-in-class technologies.

- ◆ Secured initial client relationship with New York Police Department. Organized, produced and delivered a state-of-the-art counter-terrorism training program. Expanded client relationships to include other major police departments and U.S. Special Forces in Florida. Prepared and presented advanced training seminars.
- ◆ Drove the development of Foxhound software, which utilized phonetics to generate all possible variants of Arabic names and commonly used watch list terms. This provided agencies with the ability to quickly process huge amounts of data and identify potential terrorist suspects, solving two of the most challenging information al issues in the fight against global terrorism.
- ◆ Among the first twenty companies to be accepted by the Chesapeake Innovation Center (CIC). First incubator company to have a successful funding event and to graduate from CIC.
- ◆ Built a staff and consultant workforce of 24 people in three states. Packaged the business and negotiated a multi-million dollar sale to ICX, Inc., a global interactive investment fund.

2002 PATRIOT VENTURE PARTNERS – Boston, Massachusetts

**Consultant** – Assisted in the development of a prospectus for a technology-oriented homeland security venture capital fund. Four month project.

1995-2002 UNITED STATES NAVY

**Intelligence Officer** – After completing Officer Candidate School in Pensacola, assigned to Intelligence School. Completed a series of high level assignments in multiple locations around the world.

- ◆ Worked on threat analysis, targeting and rules of engagement in Kosovo.
- ◆ Attached to the Theodore Roosevelt Battle Group. Located, targeted, validated and prosecuted Serbian targets. Assigned as Mobile Targeteer.
- ◆ As Strike Intelligence Analysis Cell Leader, conducted briefings for admirals and other high level military officials. Participated in video conferences and events involving Wesley Clark, the Supreme Allied Commander.
- ◆ Redeployed to Iraq, supporting missions in Iraqi Southern No Fly Zone. Member of first battle group since World War II to see active combat in two theaters of operation.
- ◆ Led a highly sensitive Department of Defense worldwide human intelligence (HUMINT) collection activity in support of Operation Enduring Freedom.
- ◆ Managed the coordination of controlled activities between the Department of Defense (DOD), Central Intelligence Agency (CIA), Federal Bureau of Investigation (FBI) and other intelligence and defense agencies for a specific activity. The only junior Department of Defense officer to be running a global human intelligence program, which was the only worldwide intelligence program in which Department of Defense had the lead over the Central Intelligence Agency.
- ◆ Provided expert and timely analysis of crisis situations to senior US military and civilian decision makers as an Intelligence Briefer for the Defense Intelligence Network in Washington, DC. This is the most highly classified news network in the world, broadcasting from the Pentagon. Presented real time reporting and analysis of worldwide events – what is known, what is not known, and a synthesis.

#### **Awards**

Bronze Star Medal. Defense Meritorious Service Medal.  
Joint Service Commendation Medal. Navy Achievement Medal



## OTHER PROFESSIONAL EXPERIENCE

- 2005-2006 AGORA LIVING, INC. – Somerville, Massachusetts  
**Founder/Chief Executive Officer** – Conceived, created, funded and developed this development group to implement new visions for urban living space based on sustainability concepts.
- 2003-2004 CLARK FOR PRESIDENT – Little Rock, Arkansas/Columbia, South Carolina  
**Assistant to General Clark, Arkansas**  
**Director for Veteran Affairs, South Carolina**  
Recruited among the first paid staffers by General Clark, due to performance and reputation from military career.
- 2002-2003 MORGAN STANLEY – Boston, Massachusetts  
**Financial Advisor** – Built and serviced a book of high net worth clients, working out of the downtown Boston office of this highly regarded investment bank.
- 1990-1991 THE WALT DISNEY STUDIOS – Burbank, California  
**Business Planner** – Performed assigned short-term and strategic financial analyses for this globally respected entertainment corporation. Prepared projects for short-term film financing.
- 

## EDUCATION

YALE LAW SCHOOL – New Haven, Connecticut  
**Juris Doctor, 1995**  
Legal studies included two semesters at Northwestern University Law School.

### *Affiliation*

Member, Yale International Law Journal

WESLEYAN UNIVERSITY – Middletown, Connecticut  
**Bachelor of Arts, College of Social Studies Major, 1990**

**LESLEY ESTERS REDWINE**  
 443 Clinton Avenue #1 South  
 Brooklyn, NY 11238  
 (917) 309-5626 • [lesleyredwine@gmail.com](mailto:lesleyredwine@gmail.com)

**Experience**

2005-Present	<b>ACHIEVEMENT FIRST</b> <b>Vice President of External Relations NY.</b> Senior management leader responsible for leading external relations team by managing key relationships in the areas of private philanthropy for the central office and Brooklyn academies; new school development and site selection; board governance and engagement; charter compliance and renewal; new student admissions; parent advocacy and community engagement; and team talent management in a fast-growing, high-performing charter school management organization. > Raised over \$20MM in private philanthropy > Successfully recruited 40+ board trustees > Managed authorizer and agency relationships	<b>BROOKLYN, NY</b> > Secured approval for six charters in New York State > Recruited 2,500 families to attend Brooklyn schools > Negotiated facilities with Department of Education
2003-2004	<b>BLACK ALLIANCE FOR EDUCATIONAL OPTIONS (BAEO – NYC)</b> <b>President and CEO, New York City.</b> Led emerging member-based nonprofit focused on school choice initiatives. > Increased membership for New York chapter	<b>NEW YORK, NY</b> > Developed organization's strategic plan
2002-2003	<b>FUND FOR THE CITY OF NEW YORK</b> <b>ACT Project Director.</b> Developed feasibility study for a multi-year, multi-million dollar initiative in the South Bronx. > Built coalition of 50+ community stakeholders	<b>NEW YORK, NY</b> > Developed proposal that raised \$8MM for project.
2001-2002	<b>THE AFTER-SCHOOL CORPORATION (TASC)</b> <b>Policy Analyst.</b> Conducted research and analysis to support the use of a \$25 million challenge grant from George Soros' Open Society Institute for over 200 after-school programs in New York State. > Researched and wrote policy briefs	<b>NEW YORK, NY</b> > Provided technical assistance local and national partners
2000-2001	<b>NEW YORK CITY BOARD OF EDUCATION</b> <b>Special Assistant to Board Member.</b> Assisted board member with setting policy for 1.1million student school system. > Developed first-ever system-wide parent policy	<b>NEW YORK, NY</b> > Briefed board member on policy issues and resolved constituent complaints
1999-2000	<b>LEWIS &amp; MUNDAY, PLLC.</b> <b>Warranty Litigation Manager.</b> Managed and negotiated pre-litigation warranty lawsuits filed against the Daimler Chrysler. Evaluated and negotiated all lawsuits in Corporation in Pennsylvania, Ohio and New Jersey	<b>DETROIT, MI</b>
1996-1999	<b>JEROME P. BARNEY &amp; ASSOCIATES, P.C.</b> <b>Law Clerk.</b> Drafted motions and briefs, trial preparation, client interviews, and depositions in state and federal trials.	<b>DETROIT, MI</b>
1997-1999	<b>DETROIT PUBLIC SCHOOLS</b> <b>Conflict Resolution &amp; Peer Mediation Trainer.</b> Taught over 2,500 students, K-12, in conflict resolution and peer mediation program targeted reducing violence at targeted DPS schools.	<b>DETROIT, MI</b>
1993-1995	<b>DETROIT REGIONAL CHAMBER OF COMMERCE</b> <b>Detroit Compact Coordinator.</b> Managed pre-college access program at William H. Taft Middle School.	<b>DETROIT, MI</b>

**Education**

2000-2001	<b>BARUCH COLLEGE – SCHOOL OF PUBLIC AFFAIRS</b> M.P.A.	<b>NEW YORK, NY</b>
1995-1998	<b>UNIVERSITY OF DETROIT-MERCY SCHOOL OF LAW</b> J.D.	<b>DETROIT, MI</b>
1990-1993	<b>UNIVERSITY OF MICHIGAN</b> B.A., English Literature	<b>ANN ARBOR, MI</b>

**Community Service & Affiliations**

Member of the New York State Bar  
 National Urban Fellows, Awarded full-tuition fellowship that each year trains 28 individuals for public service.  
 Community Board 2, Board Member (Brooklyn Heights, Fort Green, Clinton Hill and Downtown Brooklyn communities)  
 Alpha Kappa Alpha Sorority, Inc., Delta Rho Omega Chapter  
 Kings County District Attorney's Office, Pro Bono Attorney, Special Victims Unit

**Personal**

Enjoys travel, photography, entertaining, political debate, and tennis.

# MARC MICHAELSON

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850 Quinnipiac Avenue, #13  
New Haven, CT 06513  
Cell: (203) 668-4838

E-mail: [marcmichaelson@achievementfirst.org](mailto:marcmichaelson@achievementfirst.org)

## PROFESSIONAL EXPERIENCE

**Assistant Superintendent, Achievement First, New Haven, CT, Jan 2010 – present.**

- Oversee and support the operations of Achievement First's 4 Connecticut middle schools and ensure that all schools achieve dramatic student performance gains.
- Support, coach, train, and supervise principals through observations and feedback, analyzing data, joint problem-solving, and leveraging network resources.

**Founder and Principal, Elm City College Preparatory School, New Haven, CT, July 2004 – Dec 2009.**

- Founded Achievement First's first public charter school, replicating high performance program of Amistad Academy.
- Directed all school operations including hiring and training of faculty, developing and evaluating academic programs, and managing operations and budgets.

**Encore! Program Director / MicroSociety Director / Teacher, Amistad Academy, New Haven, CT, Aug. 2000 – June 2004.**

- Directed afternoon enrichment program offering 250 students opportunities to develop skills in sports, academics, visual arts, and performance arts.
- Created and managed school-wide MicroSociety program providing students real-life experiences running their own government, bank, businesses, court and newspaper.
- Taught 5<sup>th</sup> – 8<sup>th</sup> grade Reading and History classes.

**Fellow, Institute of Current World Affairs, Addis Ababa, Ethiopia, Apr. 1997 – June 2000**

- Researched and wrote articles on peace and conflict, nation-building, political and economic development, and cultural issues in the Horn of Africa.
- Trained relief and development workers to integrate conflict awareness tools into project cycle.

**Program Manager and Consultant, Save the Children, The Gambia and Burkina Faso, West Africa. May 1994 – Feb. 1997**

- Managed education, natural resource management, economic development and health/family planning programs sponsored by grants from USAID, UN, and World Bank.
- Recruited, trained and supervised more than 40 program and administrative staff.

**Conservation Engineer, Peace Corps, The Gambia, West Africa, Jan. 1990 - Jun. 1992**

Soil and Water Management Unit, Department of Agriculture, Government of The Gambia

- Trained 16 counterparts and 4 Volunteers in basic surveying and construction techniques.
- Supervised construction of 30 water control structures with the participation of more than 1300 people from 21 villages.
- Established cultural exchange between Gambian and American schools.

## EDUCATION

**National Louis University**, M.Ed. in Leadership and Administration, Chicago, IL. 2007

**University of Notre Dame**, M.A. International Peace Studies, Notre Dame, IN. Aug. 1993  
Recipient of John Gilligan Fellowship.

**Tufts University**, B.A. Political Science, cum laude, Medford, MA. May 1989  
Certificate in Peace and Justice Studies.

**London School of Economics and Political Science**, London, England. Oct. 1987 - Jun. 1988  
Social Policy and Administration Department.

## PUBLICATIONS

### **ICWA Letters, Institute of Current World Affairs: Hanover, New Hampshire**

- "A Final Trip Around the Horn," June 2000.
- "Notes on Sudan," May 2000.
- "Puntland: Linchpin in Somalia's Quest for Peace," March 2000.
- "Pastoral Days," February 2000.
- "Refugees and Ironies," January 2000.
- "Afar-Issa Conflict Management," January 2000.
- "Front-Line Dispatches," December 1999.
- "Deportees: A Year Later," November 1999.
- "Ethnic Federalism in Ethiopia: Part 2—Somali Region," October 1999.
- "Ethnic Federalism in Ethiopia: Part 1—Transforming a Political Landscape," September 1999.
- "Border Economics: 'Contraband' Trade in Ethiopia's Somali Region," August 1999.
- "Value-Added Recycling," June 1999.
- "Condoms, Konso, and Colobus Monkeys," May 1999.
- "Glimpses of a Fellow's Life," March 1999.
- "Peace Fails, War Resumes—Why?," February 1999.
- "Assab: Surviving Trying Times in Port," January 1999.
- "Recognizing Somaliland," January 1999.
- "An Excursion to Asmara (via Djibouti, of course)," December 1998.
- "The Eritrean-Ethiopian Border Conflict: Part 2—Explanations," November 1998.
- "The Eritrean-Ethiopian Border Conflict: Part 1—Events," October 1998.
- "Deportations: Personalized Escalation of the Ethiopian-Eritrean Border Conflict," September 1998.
- "The Last Year with Mom," June 1998.
- "Religious Threads: An Airport, A Mini-Bus and Epiphany," February 1998.

### **Other Articles**

- "Wangari Maathai and Kenya's Green Belt Movement: Exploring the Evolution and Potentialities of Consensus Movement Mobilization," *Social Problems*, Vol. 41: No. 4, November 1994.
- "International NGOs: Prospects for Conflict Resolution Accompaniments to Relief and Development Assistance," unpublished, February 1994.
- "Conflict Management Strategies for International Development Disputes," unpublished, February 1994.
- "Somalia: The Painful Road to Reconciliation," *Africa Today*, 2nd Quarter, 1993.
- "In The End, Africa Will Shape Its Own Future," *New York Times*, February 28, 1989.

**OVERVIEW**

I have dedicated my career to creating classrooms and schools of excellence for traditionally underserved students. In my work to close the achievement gap, I have collaborated successfully with teachers, principals, district leaders, and families. I have on-the-ground experience working in and building successful schools. I also have extensive experience galvanizing support from community based organizations, foundations, and the private sector for the benefit of students in public school and charter school districts.

**PROFESSIONAL EXPERIENCE****2008 Assistant Superintendent, Achievement First (CMO)**

*to present Provide direct support and supervision to schools of excellence in Brooklyn, NY and New Haven, CT*

- School Support: Serve as the direct manager for all NYC middle schools and the CMO's flagship high school in New Haven by giving instructional and operational guidance and the direct coaching of principals and deans. Schools under my purview have demonstrated exceptional gains (all schools received As on Chancellor's progress report).
- New School Development: Work hand-in-hand with Principals-in-Residence to support the development of strong systems and structures for two new NYC schools opening September 2009.
- Systemic Leadership and Management Development: Create systems for school review process and improvement plans, develop network-wide models for documents, systems, and structures.
- High School Model Development: Coordinate AF's first ever 9 – 12 curriculum and interim assessment development to promote data-driven instruction; create all network policies around graduation and promotion requirements, high school staffing, programming, and budget.

**2004-08 Founding Principal, Urban Assembly School for Law and Justice ([www.slihs.org](http://www.slihs.org))**

*Spearheaded development of unscreened, Title I School featured in Clara Hemphill's "NYC Best Public High Schools"*

- School Successes:
  - "A" on School Progress Report and "Well Developed with Outstanding Features" on NYC's School Quality Review
  - 100% of Seniors Applied to College
  - 100% of Seniors Accepted to College
  - 100% of Seniors Passed ELA and Math Regents
  - 93% Graduation Rate (compared to ~50% citywide average)
  - Substantially exceeded citywide averages on School Environment Survey based on responses by students, parents, and teachers.
  - SLJ Featured in Publications including *New York Times* (June 2005 and June 2008), *American Lawyer*, and *Brooklyn Eagle*.
  - Developed teachers who subsequently won prestigious prizes including three NYC Outstanding Teachers, two \$50,000 Math for America Fellows, New York Times New and Outstanding Featured Teacher, National Endowment for the Humanities and Teacher Fund Grant Recipients.
- School Features:
  - Academic Rigor Allocated appropriate budgetary and programmatic resources and created protocols and systems to support collaboration and communication leading to high expectations and outcomes for all students. 100% of students accepted to college including Amherst, the University of Chicago, Georgetown, Barnard, Bates, Hamilton, Skidmore, Union, and dozens more. Graduates received several million dollars in aid and scholarship money.
  - Supportive Relationships Developed Advisory system used as a model for other schools to promote strong relationships between the school and the home, ongoing academic support and counseling for students; facilitated the creation of exceptional Advisory curriculum.
  - Integrated Partnerships Initiated and maintained relationships with community based organizations, non-profits, corporate partners, and governmental agencies to enhance the instruction in academic courses and Advisory; Partnerships include Red Hook Community Justice Center, Cravath, Swaine & Moore, LLP, Brooklyn Law School, and more than 50 others including the Vera Institute of Justice and the Junior Statesmen of America.
- School Support:
  - Created 501c3 to provide essential support and enrichment services for students and families to operate in tandem with the school (Adams Street Foundation).
  - Developed programs to ensure 100% college matriculation for all students (early-college awareness, support through the college process, retention support through college).
  - Raised over \$2 million over four years to support school to ensure that Department of Education funding could be protected for instruction.

**2003-04 Regional Instructional Specialist, Region 8**

*Supported high school principals, assistant principals and coaches in developing strong balanced literacy instruction across the curriculum in their schools.*

- Led monthly professional development sessions for Assistant Principals, weekly sessions for coaches and provided ongoing support for individual schools.
- Assisted school administrators and coaches in decisions regarding the utilization of resources (i.e.: programming, personnel) to promote effective literacy instruction in all content areas.
- Facilitated the successful establishment of lab sites in schools to serve as models of effective literacy instruction for all teachers in the building.



# ELANA KAROPKIN

616 East 19<sup>th</sup> Street • Brooklyn, NY 11230 • 917.744.3054 • [elanakaropkin@achievementfirst.org](mailto:elanakaropkin@achievementfirst.org)

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## 2002-03 **Assistant Principal, New Century High School 9<sup>th</sup> Grade Academy, Van Arsdale High School**

*Implemented the transformation of the ninth grade based on high expectations and youth development principles through collaboration with the school's current administration, the superintendency and a community-based organization.*

- Supervised and supported 28 teachers in English, Math, Science and Social Studies through formal and informal observations, team and modeled teaching, development of buddy and mentor teacher program, guided intervisitations and the creation of a library of resources.
- Led and coordinated weekly professional development opportunities for all 9<sup>th</sup> grade teachers in pedagogy and youth development, as well as after-school professional development sessions for new teachers in areas such as creating unit plans, backward design, project-based learning and positive discipline.
- Coordinated partnership with St. Nick's (CBO) to provide targeted support services for all 9<sup>th</sup> graders including home visits, one-on-one conferencing, attendance outreach and Academic Intervention Services.

## 1999-02 **English Coordinator and English Teacher, Cobble Hill High School of American Studies**

*Coordinator and Supervisor of the English Department*

- Provided instructional leadership by formally and informally observing lessons, modeling effective unit and lesson planning and weekly meetings to facilitate creation and implementation of department short and long-term objectives.
- Led school-wide workshops and coordinated teacher-led staff development days to promote the integration of technology, literacy skills, and Regents preparatory material into curriculum.
- Member of School Leadership Team: made budgetary, curricular, and hiring decisions with faculty, parents, and students.
- 94% departmental passing rate on the English Regents exam, 97% passing rate in my class.

## 1997-8 **English Teacher, Thomas Jefferson High School**

*Developed curriculum tailored to multiple learning styles for students in challenging educational environment.*

- Developed Law and Literature unit including such components as: coaching of Mock Trial team, coordinating cooperative relationships with judges and attorneys; arranging tours to local police stations and courts, such as the Red Hook Community Justice Center.
- Prepared incoming 9<sup>th</sup> graders for the rigor of high school by teaching study skills, research skills, and literary analysis.
- Faculty advisor to *Aspira*, the school's multi-cultural newsletter.

## FELLOWSHIPS, HONORS & PUBLICATIONS

### 2009 **Harvard School of Education: Programs in Professional Education**

*Featured speaker for the Charter Schools Institute on "Defining and Supporting Instructional Excellence"*

### 2007 **Cornerstone Award**

*Recipient of \$10,000 through the Jewish Funds for Justice Grant awarded to four young activists from across the country.*

### 2005 **Annenberg Institute for School Reform: Voices in Urban Education – Spring 2005**

*Published Article: "It Takes a City to Build a School: A Community Partnership in Brooklyn"*

### 2001-02 **Jonathan Levin Fellowship**

*Full tuition scholarship to New York University awarded to no more than five leading urban teachers yearly.*

### 2001 **National Endowment for the Humanities Summer Seminar at Amherst College**

*Selected for competitive summer fellowship to study Punishment, Politics and Culture with Dr. Austin Sarat.*

### 2001 **Street Law Supreme Court Summer Institute**

*Selected to participate in conference on the Supreme Court for educators around the country.*

### 2001 **Gilder Lehrman Summer Institute at Gettysburg College**

*Selected for competitive program to study the life and times of Abraham Lincoln with Dr. Gabor Borrit.*

### 2000 **Gilder Lehrman Summer Institute at Cambridge University, England**

*Selected for competitive program to study the American Revolution from a British Perspective.*

## EDUCATION

### **New York University**

MA in English Education, 2002 – 4.0 GPA.

Additional graduate coursework at Touro College, Brooklyn College, College of Mt. Saint Vincent and St. Rose College.

### **Bryn Mawr College**

Graduated cum laude

BA in English, 1997.

Achievement First

Leadership Team Resumes

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## REFERENCES

**Joel Klein, Chancellor, NYC Department of Education**

52 Chambers Street / New York, NY 10007 / (212) 374-0200

**Doug McCurry, Founder and Co-CEO, Achievement First**

1137 Herkimer Street / Brooklyn, NY 11233 / (203) 589-7396

**Jeff Sudmyer, Principal, Amistad Academy High School**

49 Prince Street / New Haven, CT 06510 / (203) 848-5682

**Jeffrey Smith, Managing Partner, Cravath, Swaine & Moore, LLP, Advisory Board Co-Chair**

825 8<sup>th</sup> Avenue / New York, NY 10019 / (212) 474-1000

**Emary Aronson, Managing Director, Robin Hood Foundation**

826 Broadway, 9th Floor / New York, NY 10003 / (212) 227-6601

**Suzette Dyer, Teacher and Grade Team Leader, Urban Assembly School for Law and Justice**

283 Adams Street / Brooklyn, NY 11201 / (917) 755-3819

**Susan Knight, Director of College, Urban Assembly School for Law and Justice**

283 Adams Street / Brooklyn, NY 11201 / (917) 583-6838

**Alberta Marshall, Founding Parent & PTA President, Urban Assembly School for Law and Justice**

50 Navy Street / Brooklyn, NY 11201 / (718) 625-7574

**Charles Walker, Founding Student, Urban Assembly School for Law and Justice**

50 Navy Street / Brooklyn, NY 11201 / (718) 858-1160

# Chi Tschang

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(559) 307-8989 ☎

[chitschang@gmail.com](mailto:chitschang@gmail.com) ✉

## education

1994-1998

### YALE COLLEGE

NEW HAVEN, CT

Bachelor of Arts degree in History, May 1998

*Cumulative GPA: 3.7. Graduated cum laude with distinction in the major.*

*Distinctions:* President's Public Service Fellowship (1996), John Schroeder Award (1997), Dwight Waterman Prize (1997), New Haven Community Foundation's Elm/Ivy Award (1998), and Fenmore R. Seton Award (1998)

*Interests:* Co-coordinator and board member at Dwight Hall, Center for Public Service at Yale; Founder, Cityscape program; Research Assistant for Professors Cynthia Farrar and Douglas Rae, Political Science Department

## experience

2003-2009

### KIPP ACADEMY FRESNO

FRESNO, CA

**Founder and Principal.** Based on the nationally acclaimed KIPP model, KIPP Academy Fresno (KAF) is a college-preparatory public school in central-west Fresno aimed at preparing 300 underserved 5<sup>th</sup> through 8<sup>th</sup> graders for success in top high schools and colleges. In 2007-2008, 77 percent of KAF students were low-income minorities.

#### School-wide Accomplishments

- In 2008, KAF's statewide Academic Performance Index (API) score of 850 ranked 7<sup>th</sup> overall out of the 119 public middle schools in Fresno, Madera, Merced and Mariposa counties.
- In 2008, KAF was named a California Title I Distinguished School, one of only two middle schools in Fresno County (out of 60 total middle schools).
- In 2008, KAF's graduating class of 8<sup>th</sup> graders had improved by 8 grade levels in math (64 national percentiles) and by 7 grade levels (54 national percentiles) in reading over four years.
- In 2008, 100% of KAF's graduating 8<sup>th</sup> graders matriculated to college-preparatory high school programs and secured over \$450,000 in high school scholarships.
- On a 2008-2009 1<sup>st</sup> quarter parent survey (with an 85 percent return rate), 98 percent of respondents stated they were "satisfied" or "highly satisfied" with the overall quality of education at KAF.

#### Primary Responsibilities

- Hired, trained, managed and led a staff of 20 teachers; over four years, the school's annual staff attrition rate was among the lowest in the KIPP network (19 percent at KAF vs. 40 percent at KIPP nationwide)
- Supervised an operating budget of \$2.8M+, including annual clean audits and over \$1.2M in fundraising over four years.
- In first year of teaching math, 6<sup>th</sup> grade cohort tested at the 95<sup>th</sup> percentile on the SAT-10, ranking 2<sup>nd</sup> overall in the KIPP network nationwide (2006). On the STAR state tests, this cohort ranked 1<sup>st</sup> out of the 160 elementary schools in Fresno County.
- In first year of teaching ELA, 7<sup>th</sup> grade cohort tested at the 77<sup>th</sup> percentile on the SAT-10 (2008). On the STAR state tests, this cohort ranked 7<sup>th</sup> out of 119 middle schools in Fresno, Madera, Merced and Mariposa counties.
- Spearheaded a bi-weekly KIPP to College Saturday School program that taught SAT vocabulary, composition skills and problem-solving strategies.
- As a Fisher Fellow, participated in the KIPP School Leadership Program, a year-long apprenticeship that supports aspiring school founders in efforts to create and lead KIPP public schools in high-need communities.

1999-2003

### ACADEMY OF THE PACIFIC RIM CHARTER SCHOOL

BOSTON, MA

**Chair, History Department.** The Academy of the Pacific Rim (APR) is a grade 6-12 public charter school committed to combining the best educational practices and ideas from the West and Far East. APR students are 54% African-American, 25% Caucasian, 14% Latino, and 5% Asian; 51% qualify for free or reduced meals.

- Managed department of five teachers. Taught courses in Ancient History (grade 6), U.S. History (grade 8), World History (grade 10) and SAT prep (grade 11).
- 8<sup>th</sup> grade MCAS history average ranked 10<sup>th</sup> out of 450+ Massachusetts public middle schools (2002).
- Profiled ("The Lottery Winner") in Po Bronson's #1 New York Times best-seller *What Should I Do With My Life? The True Story of People Who Answered the Ultimate Question* (Random House, 2003) and on the Oprah Winfrey show (January 27, 2003).

1998-1999

### CITY YEAR

PROVIDENCE, RI

**Corps member.** Served with Americorps citizen service organization, tutoring and mentoring 4<sup>th</sup> graders at the William D'Abate Memorial School in south Providence. Recipient of the 2007 Comcast National Leadership Award for *leadership as a social entrepreneur* and *outstanding achievement as a City Year alumnus*.

## personal

Accomplished trombonist (4 years in the Yale Symphony Orchestra). Former cook for Armany's Italian restaurant in Boston. Conversant in Mandarin Chinese and Spanish. Enjoy salsa dancing, reading and following Duke basketball.

Achievement First

Leadership Team Resumes

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# Project Narrative

## Section 2 - Other Attachments: Letters of Support

Attachment 1:

Title: **Achievement First CSP Grant Application Letters of Support** Pages: **10** Uploaded File: **CSP RE Grant Application Letters of Support 100701.pdf**

**Achievement First:**

**Replicating and Expanding High-Achieving Charter Schools in Connecticut, New York  
and Rhode Island**

Letters of Support

Author	Title	Organization	Support Category	Page reference
Michael Magee	CEO	Rhode Island Mayoral Academies	Partnership with Providence and Cranston, Rhode Island	2
Joel I. Klein	Chancellor	New York City Department of Education	Partnership with New York City, New York	3
Garth Harries	Assistant Superintendent, Portfolio and Management	New Haven Public Schools	Partnership with New Haven, Connecticut	4
Vanessa Kirsch	President and Founder	New Profit	Matching funds	6
Jonathan D. Sackler			Matching funds	7
D. Ben Benoit	Executive Director	The Peter and Carmen Lucia Buck Foundation	Matching funds	9



# R H O D E I S L A N D MAYORAL ACADEMIES

June 27, 2010

The Honorable Arne Duncan, Secretary  
Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-0008

Dear Secretary Duncan,

I am writing in strong support of Achievement First's application for Charter School Program Grant 84.282M. Achievement First's track record of success closing the achievement gap for historically underserved students in Connecticut and New York is the reason we have worked to create a local and state environment conducive to the replication of Achievement First schools in Rhode Island.

The State of Rhode Island is moving rapidly on a number of fronts to dramatically improve outcomes for all students, and our reform strategy moving forward puts significant emphasis on turning around the unacceptable number of chronically failing schools in Rhode Island. The success of our reform plan depends heavily on identifying and partnering with high-quality school management organizations that have the capacity and track record to take on the challenging work of dramatically improving student outcomes. Achievement First has a strong record of student achievement gains and a proven ability to grow and replicate without sacrificing quality. As a result, Achievement First is one of the organizations we want partnering with us and this partnership is an integral part of our efforts to increase the high-quality educational opportunities available to Rhode Island's neediest students.

In replicating Achievement First schools in Rhode Island, we hope to not only achieve academic breakthroughs for the students directly served, but to systematize and disseminate lessons learned in order to inspire improved student achievement in traditional public schools state-wide and to increase the number of viable education reform partners in Rhode Island.

All Rhode Island students can learn and achieve at high levels, and Achievement First will help us deliver on this promise. Education reform is a critical social and civil issue, and Achievement First is an important part of Rhode Island's increased investment in education. On behalf of Rhode Island Mayoral Academies, I am pleased to endorse Achievement First's application for a federal grant award to support its planned growth and expansion.

Sincerely,

Michael Magee, Ph.D.  
CEO



# THE NEW YORK CITY DEPARTMENT OF EDUCATION

JOEL I. KLEIN, *Chancellor*

OFFICE OF THE CHANCELLOR  
52 CHAMBERS STREET - NEW YORK, NY 10007

June 28, 2010

The Honorable Arne Duncan  
Secretary  
Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-0008

Dear Secretary Duncan:

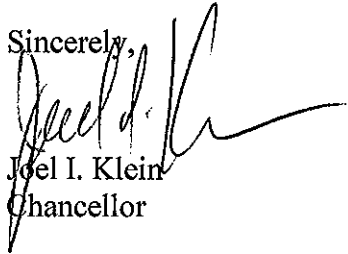
I am writing in strong support of Achievement First's application for the Charter Schools Program Replication and Expansion Grant. Based on Achievement First's track record of success growing a network of achievement gap-closing schools in Brooklyn, New York, I am confident that they have the expertise to continue growing and replicating at high levels of quality.

Under the New York City Department of Education's reform strategy to increase parental choice by locating high-performing public charter schools in the city's lowest-performing districts, Achievement First expanded to Brooklyn in 2005 with the opening of two schools. Achievement First now operates nine schools in Brooklyn, and with the support of the New York City Department of Education, plans to continue replicating at a rate of one to two new schools each year.

Achievement First schools have a strong record of student achievement gains, which not only delivers direct benefits to their students, but has also helped to create leverage for city-wide reform by proving what is possible in our most challenged neighborhoods. Achievement First is an integral part of the solution to offer improved educational options for our neediest families, but demand for their schools significantly exceeds capacity. As a result, I enthusiastically support investments that will help Achievement First expand its network of schools to serve more underserved students.

All New York City students can learn and achieve at high levels, and Achievement First will help us deliver on this promise. There is no better economic development or social welfare initiative than education reform, and Achievement First is an important part of New York City's increased investment in education. On behalf of the New York City Department of Education, I am pleased to endorse Achievement First's application for a federal grant award to support its planned growth and expansion.

Sincerely,

  
Joel I. Klein  
Chancellor

# *New Haven Public Schools*

June 27, 2010

**Garth Harries**  
*Assistant Superintendent,  
Portfolio & Management*

**Administrative Offices**  
**Gateway Center**  
54 Meadow Street, 8<sup>th</sup> floor  
New Haven, CT 06519

Phone: (203) 691-2678  
Fax: (203) 946-7107



**The Honorable Arne Duncan**  
**Secretary**  
Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-0008

Dear Secretary Duncan,

I am writing in strong support of Achievement First's application for Charter School Program Grant 84.282M. Achievement First's mission and track record of success closing the achievement gap for students in New Haven, Connecticut, and beyond is well-aligned with the grant's aim of increasing the number of high-performing charter schools across the nation.

New Haven, Connecticut is the home of Achievement First's nationally acclaimed flagship school, Amistad Academy, as well as four additional Achievement First campuses. Achievement First schools have a strong record of student achievement gains, and I consider them an important component of our city-wide education reform strategy to ensure that every child receives a high-quality education.

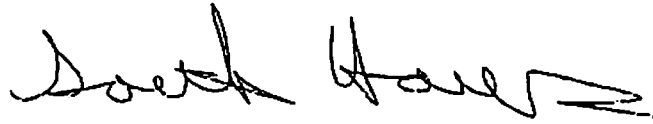
Last fall, New Haven Public Schools (NHPS) began formulating an ambitious and promising education reform plan to increase the number of students achieving at or above state performance standards. Our reform plan embraces school turnaround, and our hope is that Achievement First will extend its success in new school creation into turnaround provision as well.

In addition, our reform plan emphasizes human capital, and Achievement First has been instrumental in sharing best practices and expertise to better support NHPS' in reaching our common goal of providing high-quality educational opportunities for all students in the district. In an unprecedented partnership between a traditional public school district and a charter management organization, Achievement First and NHPS are collaborating on an Aspiring Leaders Program to develop a leadership pipeline for NHPS' highest-need schools. It is our hope that the development, implementation and testing of this innovative approach to turning around under-performing schools will not only improve student achievement across NHPS, but can be adopted by urban public school districts across the state and country.

All NHPS students can learn and achieve at high levels, and we expect Achievement First to become an increasingly close partner in helping us to deliver on this promise. There is no better economic development or social welfare initiative than education reform, and Achievement First is an

important part of NHPS' increased investment in education. On behalf of NIIPS, I am pleased to endorse Achievement First's application for a federal grant award to support its planned growth and expansion.

Sincerely,

A handwritten signature in black ink, appearing to read "Garth Harries", with a horizontal line extending from the end of the signature.

Garth Harries

# NEW PROFIT inc.

June 28, 2010

The Honorable Arne Duncan  
Secretary  
Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-0008

Dear Secretary Duncan,

I am writing in strong support of Achievement First's application for Charter School Program Grant 84.282M. Achievement First's mission and track record of success closing the achievement gap for students in Connecticut and New York is well-aligned with the grant's aim of increasing the number of high-performing charter schools across the nation.

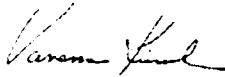
New Profit, Inc. is a national venture philanthropy fund providing support to innovative social entrepreneurs and organizations that are helping to solve our country's biggest social problems. Since 2007, New Profit, Inc. has invested a total of \$1.25 million in Achievement First, supporting its efforts to transform urban public education by building a network of achievement gap-closing schools across some of Connecticut and New York's neediest cities.

Should Achievement First win a Charter Schools Program grant, New Profit pledges to invest an additional \$1 million over the next two years to serve as a partial private match for the federal government's investment in Achievement First's growth and replication.

Achievement First schools have a strong record of student achievement gains, which not only delivers direct benefits to their students, but has also helped to create leverage for broader reforms in Connecticut, New York and beyond. Achievement First is an integral part of many district and state efforts to offer improved educational options for underserved families, and their continued growth is critical to fulfilling their mission and laying the foundation for systemic change.

There is no better economic development or social welfare initiative than education reform, and if we do not invest now to improve our nation's public education system and create better opportunities for students, the future impact on our cities, states and nation is dire. Since 1999, Achievement First has been achieving dramatic student outcomes for historically underserved populations and is now at the epicenter of an exciting local, state and national education reform movement. New Profit, Inc. is, therefore, pleased to invest in Achievement First and to endorse its application for a federal grant award to support its planned growth and expansion.

Sincerely,



Vanessa Kirsch  
President and Founder, New Profit Inc.

Two Canal Park, Cambridge, MA 02141  
T 617.252.3220 F 617.252.2100 [www.newprofit.com](http://www.newprofit.com)

**Jonathan D. Sackler**

75 Field Point Circle  
Greenwich, CT 06830

June 29, 2010

The Honorable Arne Duncan  
Secretary  
Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-0008

Dear Secretary Duncan,

I am writing in strong support of Achievement First's application for Charter Schools Program Grant 84.282M. Achievement First's mission and track record of success closing the achievement gap for students in Connecticut and New York is well-aligned with the grant's aim of increasing the number of high-performing charter schools across the nation.

I am a member of the Achievement First Board of Directors, and since 2006, have invested nearly \$1 million of private philanthropy to support Achievement First's efforts to transform urban public education by building a network of achievement gap-closing schools across some of Connecticut and New York's neediest cities.

Should Achievement First win a Charter Schools Program grant, I pledge to contribute \$200,000 per year for the length of the grant period to serve as a partial private match for the federal government's investment in Achievement First's growth and replication.

Achievement First schools have a strong record of student achievement gains, which not only delivers direct benefits to their students, but has also helped to create leverage for broader reforms in Connecticut, New York and beyond. Achievement First is an integral part of many district and state efforts to offer improved educational options for underserved families, and their continued growth is critical to fulfilling their mission and laying the foundation for systemic change.

There is no better economic development or social welfare initiative than education reform, and if we do not invest now to improve our nation's public



education system and create better opportunities for students, the future impact on our cities, states and nation is dire. Since 1999, Achievement First has been achieving dramatic student outcomes for historically underserved populations and is now at the epicenter of an exciting local, state and national education reform movement. I am, therefore, pleased to invest in Achievement First and to endorse its application for a federal grant award to support its planned growth and expansion.

Sincerely,

A handwritten signature in black ink, appearing to read 'J. Sackler', with a long horizontal flourish extending to the right.

Jonathan D. Sackler

# THE PETER AND CARMEN LUCIA BUCK FOUNDATION, INC.



157 East 86th Street, Fifth Floor  
New York, New York 10028-2175  
212-360-6173  
212-360-6175 (f)

7 Mason's Island Road, Suite 3  
Mystic, Connecticut 06355  
860-572-1242  
(f) 860-572-1244

June 28, 2010

The Honorable Arne Duncan  
Secretary  
Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-0008

Dear Secretary Duncan,

I am writing in strong support of Achievement First's application for a Charter Schools Program Grant 84.282M. Achievement First's mission and track record of success closing the achievement gap for students in Connecticut and New York is well-aligned with the grant's aim of increasing the number of high-performing charter schools across the nation.

The Peter and Carmen Lucia Buck Foundation, Inc., is a private family foundation committed to enhancing the quality of life in its communities through grants to charitable organizations focused in eight sectors, including education. In fact, education represents the Foundation's current funding priority, and is allocated the significant majority of the Foundation's grants budget. The Foundation believes in the importance of quality education for all, and focuses its education grant making on education reform and improvement.

Last month, The Peter and Carmen Lucia Buck Foundation, Inc., granted a \$1 million award to Achievement First, the Foundation's first-ever seven figure gift in support of charter schools. This award was made based on the high quality of Achievement First's work and on the Foundation's firm commitment to supporting Achievement First's mission and growth. The Foundation and Achievement First are involved in conversations about continued, and possibly increased, support for the year ahead.

Achievement First schools have a strong record of student achievement gains, delivering direct benefits to their students, creating leverage for broader reforms in Connecticut and beyond. Much of the educational discourse that the country is grappling with today is a direct result of educational leaders, like Achievement First, who have established and documented success in closing the achievement gap. Achievement First is an integral part of many district and state education reform efforts, and their continued growth is critical to fulfilling their mission and laying the foundation for systemic change.

There is no better economic development or social welfare initiative than education reform. Since 1999, Achievement First has been achieving dramatic student outcomes for historically underserved populations and is now at the epicenter of an exciting local, state and national education reform movement. The Peter and Carmen Lucia Buck Foundation, Inc., appreciates the valuable work that Achievement First is doing and is pleased to endorse its application for a federal grant award to support its planned growth and expansion. Please let me know if there is anything further we might do to assist their application.

Sincerely,

A handwritten signature in black ink, appearing to read 'D. Ben Benoit', with a long horizontal line extending from the end of the signature.

D. Ben Benoit, Executive Director  
The Peter and Carmen Lucia Buck Foundation, Inc.  
157 East 86<sup>th</sup> Street, 5<sup>th</sup> Floor  
New York, NY 10028

Phone: 212-360-6173

Fax: 212-360-6175

# Project Narrative

## Section 3 - Other Attachments: Proof of Non-Profit Status, or not for-profit status

Attachment 1:

Title: **Achievement First CSP Grant Application 501c3 Determination Letter** Pages: **4** Uploaded File: **AF CSP Grant 501c3 Determination Letter.pdf**

INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: JUL 06 2004

ACHIEVEMENT FIRST INC  
C/O BARBARA B LINDSAY  
DAY BERRY & HOWARD LLP  
185 ASYKUM ST CITY PLACE I  
HARTFORD, CT 06103-0000

Employer Identification Number:  
65-1203744  
DLN:  
17053365056003  
Contact Person:  
ELIZABETH WAGNER ID# 31380  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
June 30  
Form 990 Required:  
Yes  
Addendum Applies:  
Yes

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the

Letter 947 (DO/CG)

ACHIEVEMENT FIRST INC

part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding \$1,000,000 shall not exceed \$50,000. This penalty may also be charged if a return is not complete, so be sure your return is complete before you file it.

You are required to make your annual information return, Form 990 or Form 990-EZ, available for public inspection for three years after the later of the due date of the return or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and your exemption letter. Copies of these documents are also required to be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, Tax-Exempt Status for Your Organization, or you may call our toll free number shown above.

Letter 947 (DO/CG)

ACHIEVEMENT FIRST INC

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

We have sent a copy of this letter to your representative as indicated in your power of attorney.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,



Lois G. Lerner  
Director, Exempt Organizations  
Rulings and Agreements

Addendum

Letter 947 (DO/CG)

ACHIEVEMENT FIRST INC

You are not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you are operating under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled, or not renewed, you should notify us. You will also be required to comply with Revenue Procedure 75-50.

Letter 947 (DO/CG)



# Project Narrative

## Section 4 - Other Attachments: Schools Operated by Applicant

Attachment 1:

Title: **Achievement First CSP Grant Application School Operated by Applicant** Pages: **2** Uploaded File: **CSP RE Grant Application Schools Attachment 100630.pdf**

# Achievement First:

## Replicating and Expanding High-Achieving Charter Schools in Connecticut, New York and Rhode Island

### Section 4—Other Attachments: Schools Operated by Applicant

AF Connecticut Schools						
School Name	Charter	Charter Authorizer	School Address	School Location	Grades Served	Year Opened
Amistad Academy Middle	Amistad Academy	Connecticut State Board of Education	407 James Street	New Haven, Connecticut	5-8	1999
Elm City College Preparatory Elementary	Elm City College Preparatory	Connecticut State Board of Education	240 Greene Street	New Haven, Connecticut	K-4	2004
Elm City College Preparatory Middle	Elm City College Preparatory	Connecticut State Board of Education	794 Dixwell Avenue	New Haven, Connecticut	5-8	2004
Amistad-Elm City High	Amistad Academy/Elm City College Preparatory (joint charter)	Connecticut State Board of Education	49 Prince Street	New Haven, Connecticut	9-12	2006
Amistad Academy Elementary	Amistad Academy	Connecticut State Board of Education	540 Ella T. Grasso Boulevard	New Haven, Connecticut	K-3 (growing to K-4)	2006
AF Bridgeport Academy Middle	AF Bridgeport Academy	Connecticut State Board of Education	529 Noble Avenue	Bridgeport, Connecticut	5-7 (growing to 5-8)	2007
AF Hartford Academy Elementary	AF Hartford Academy	Connecticut State Board of Education	395 Lyme Street	Hartford, Connecticut	K-2 (growing to K-4)	2008
AF Hartford Academy Middle	AF Hartford Academy	Connecticut State Board of Education	395 Lyme Street	Hartford, Connecticut	5-6 (growing to 5-8)	2008

AF New York Schools						
School Name	Charter	Charter Authorizer	School Address	School Location	Grades Served	Year Opened
AF Crown Heights Elementary	AF Crown Heights	SUNY Charter Schools Institute	790 East New York Avenue	Brooklyn, New York	K-4	2005
AF Crown Heights Middle	AF Crown Heights	SUNY Charter Schools Institute	790 East New York Avenue	Brooklyn, New York	5-8	2005
AF East New York Elementary	AF East New York	SUNY Charter Schools Institute	557 Pennsylvania Avenue	Brooklyn, New York	K-4	2005
AF Bushwick Elementary	AF Bushwick	SUNY Charter Schools Institute	125 Covert Street	Brooklyn, New York	K-4	2006
AF Endeavor Middle	AF Endeavor	SUNY Charter Schools Institute	510 Waverly Avenue	Brooklyn, New York	5-7 (growing to 5-8)	2006
AF Bushwick Middle	AF Bushwick	SUNY Charter Schools Institute	1300 Greene Avenue	Brooklyn, New York	5-7 (growing to 5-8)	2007
AF Brownsville Elementary	AF Brownsville	SUNY Charter Schools Institute	2021 Bergen Street	Brooklyn, New York	K-2 (growing to K-4)	2008
AF Crown Heights High	AF Crown Heights	SUNY Charter Schools Institute	1137 Herkimer Street	Brooklyn, New York	9 (growing to 9-12)	2009
AF East New York Middle	AF East New York	SUNY Charter Schools Institute	158 Richmond Street	Brooklyn, New York	5 (growing to 5-8)	2009

# Project Narrative

## Section 5 - Other Attachments: Student Academic Achievement

Attachment 1:

Title: **Achievement First CSP Grant Application Student Academic Achievement** Pages: **19** Uploaded File: **CSP RE Grant Application Student Achievement Data Attachment 100630.pdf**

## Achievement First:

### Replicating and Expanding High-Achieving Charter Schools in Connecticut, New York and Rhode Island

#### Section 5—Other Attachments: Student Academic Achievement

##### Category 1: Student Academic Achievement—All Students

##### 1.a AF students v. Host district students

Table 1.a.1

2009 Connecticut Mastery Test Fourth-Grade Students Percent of Students At or Above Proficiency				
	Math	Reading	Writing	Average of All Subjects
AF New Haven	90%	85%	87%	87%
New Haven Public Schools	66%	48%	67%	60%
Difference	+24%	+37%	+20%	+27%

Table 1.a.2

2009 Connecticut Mastery Test Eighth-Grade Students Percent of Students At or Above Proficiency					
	Math	Reading	Writing	Science	Average of All Subjects
AF New Haven	97%	74%	91%	66%	82%
New Haven Public Schools	65%	59%	61%	45%	58%
Difference	+32%	+15%	+30%	+21%	+24%

Table 1.a.3

2009 Connecticut Academic Performance Test 10 <sup>th</sup> -Grade Students Percent of Students At or Above Proficiency					
	Math	Reading	Writing	Science	Average of All Subjects
AF New	75%	91%	100%	91%	89%

Haven					
New Haven Public Schools	46%	57%	68%	43%	54%
Difference	+29%	+34%	+32%	+48%	+35%

Table 1.a.4

2009 Connecticut Mastery Test Sixth-Grade Students Percent of Students At or Above Proficiency				
	Math	Reading	Writing	Average of All Subjects
AF Bridgeport Academy	94%	58%	93%	82%
Bridgeport Public Schools	68%	54%	67%	63%
Difference	+26%	+4%	+26%	+19%

Table 1.a.5

2009 Connecticut Mastery Test Fifth-Grade Students Percent of Students At or Above Proficiency					
	Math	Reading	Writing	Science	Average of All Subjects
AF Hartford Academy	76%	45%	85%	40%	62%
Hartford Public Schools	59%	40%	65%	50%	54%
Difference	+17%	+5%	+20%	-10%	+8%

Table 1.a.6

2009 New York State Test Third-Grade Students Percent of Students At or Above Proficiency			
	Math	English Language Arts	Average of All Subjects
AF Bushwick Elementary	100%	84%	92%
District 23	81%	53%	67%
Difference	+19%	+31%	+25%

Table 1.a.6

2009 New York State Test Sixth-Grade Students Percent of Students At or Above Proficiency			
	Math	English Language Arts	Average of All Subjects
AF Bushwick Middle	94%	68%	81%
District 32	75%	70%	73%
Difference	+19%	-2%	+8%

Table 1.a.7

2009 New York State Test Fourth-Grade Students Percent of Students At or Above Proficiency			
	Math	English Language Arts	Average of All Subjects
AF Crown Heights Elementary	100%	98%	99%
District 17	82%	66%	74%
Difference	+18%	+32%	+25%

Table 1.a.8

2009 New York State Test Eighth-Grade Students Percent of Students At or Above Proficiency			
	Math	English Language Arts	Average of All Subjects
AF Crown Heights Middle	90%	77%	84%
District 17	60%	47%	54%
Difference	+30%	+30%	+30%

Table 1.a.9

2009 New York State Test Fourth-Grade Students Percent of Students At or Above Proficiency			
	Math	English Language Arts	Average of All Subjects
AF East New York Elementary	97%	88%	93%
District 19	79%	65%	72%
Difference	+18%	+23%	+21%

Table 1.a.10

2009 New York State Test Seventh-Grade Students Percent of Students At or Above Proficiency			
	Math	English Language Arts	Average of All Subjects
AF Endeavor Middle	97%	70%	84%
District 13/16	74%	65%	70%
Difference	+23%	+5%	+14%

### 1.b AF students vs. State students

Table 1.b.1

2009 Connecticut Mastery Test Fourth-Grade Students Percent of Students At or Above Proficiency				
	Math	Reading	Writing	Average of All Subjects
AF Connecticut	90%	85%	87%	87%
Connecticut State	85%	74%	85%	81%
Difference	+5%	+11%	+2%	+6%

Table 1.b.2

2009 Connecticut Mastery Test Eighth-Grade Students Percent of Students At or Above Proficiency					
	Math	Reading	Writing	Science	Average of All Subjects
AF Connecticut	97%	74%	91%	66%	82%
Connecticut State	85%	81%	84%	77%	82%
Difference	+12%	-7%	+7%	-11%	0%

Table 1.b.3

2009 Connecticut Academic Performance Test 10 <sup>th</sup> -Grade Students Percent of Students At or Above Proficiency					
	Math	Reading	Writing	Science	Average of All Subjects
AF Connecticut	75%	91%	100%	91%	89%
Connecticut	78%	82%	87%	78%	81%



State					
Difference	-3%	+9%	+13%	+13%	+8%

Table 1.b.4

2009 New York State Test Fourth-Grade Students Percent of Students At or Above Proficiency			
	Math	English Language Arts	Average of All Subjects
AF New York	99%	93%	96%
New York State	87%	77%	82%
Difference	+12%	+16%	+14%

Table 1.b.5

2009 New York State Test Eighth-Grade Students Percent of Students At or Above Proficiency			
	Math	English Language Arts	Average of All Subjects
AF New York	90%	77%	84%
New York State	80%	69%	75%
Difference	+10%	+8%	+9%

1.c AF cohort over time vs. Host district cohort over time vs. State cohort over time

Table 1.c.1

Connecticut Mastery Test Cohort Over Time Percent of Students At or Above Proficiency			
	Amistad Academy	New Haven Public Schools	Connecticut State
Fourth Grade (2004)			
Math	90	64	79
Reading	44	35	67
Writing	71	63	81
Average of All Subjects	68	54	76
Fifth Grade (2006)			
Math	61	60	81
Reading	68	42	73
Writing	92	71	85
Average of All Subjects	73	57	80

Sixth Grade (2007)			
Math	93	62	83
Reading	68	49	76
Writing	88	66	84
Average of All Subjects	83	59	81
Seventh Grade (2008)			
Math	96	63	83
Reading	88	56	80
Writing	99	55	80
Average of All Subjects	94	58	81
Eighth Grade (2009)			
Math	97	65	85
Reading	85	59	81
Writing	89	61	84
Average of All Subjects	90	62	83

## Category 2: Student Academic Achievement—Low-income Students

### 2.a AF low-income students vs. State low-income students

Table 2.a.1

2009 Connecticut Mastery Test Fourth-Grade Students Percent of Students At or Above Proficiency				
	Math	Reading	Writing	Average of All Subjects
AF Connecticut (Low-income Students)	89%	83%	85%	86%
Connecticut State (Low-income Students)	67%	50%	71%	63%
Difference	+22%	+33%	+14%	+23%

Table 2.a.2

2009 Connecticut Mastery Test Eighth-Grade Students Percent of Students At or Above Proficiency					
	Math	Reading	Writing	Science	Average of All Subjects
AF	97%	71%	92%	67%	82%

Connecticut (Low-income students)					
Connecticut State (Low- income students)	65%	58%	67%	50%	60%
Difference	+32%	+13%	+25%	+17%	+22%

Table 2.a.3

2009 Connecticut Academic Performance Test 10 <sup>th</sup> -Grade Students Percent of Students At or Above Proficiency					
	Math	Reading	Writing	Science	Average of All Subjects
AF Connecticut (Low-income students)	75%	92%	100%	92%	90%
Connecticut State (Low- income students)	52%	60%	69%	50%	58%
Difference	+23%	+32%	+31%	+42%	+32%

Table 2.a.4

2009 New York State Test Fourth-Grade Students Percent of Students At or Above Proficiency			
	Math	English Language Arts	Average of All Subjects
AF New York (Low- income students)	98%	93%	96%
New York State (Low-income students)	82%	67%	75%
Difference	+16%	+26%	+21%

Table 2.a.5

2009 New York State Test Eighth-Grade Students Percent of Students At or Above Proficiency			
	Math	English Language Arts	Average of All Subjects

AF New York (Low-income students)	91%	71%	81%
New York State (Low-income students)	70%	55%	63%
Difference	+21%	+16%	+18%

## 2.b AF low-income students vs. State non-poor students

Table 2.b.1

2009 Connecticut Mastery Test Fourth-Grade Students Percent of Students At or Above Proficiency				
	Math	Reading	Writing	Average of All Subjects
AF Connecticut (Low-income students)	89%	83%	85%	86%
Connecticut State (Non-poor students)	93%	86%	92%	90%
Difference	-4%	-3%	-7%	-4%

Table 2.b.2

2009 Connecticut Mastery Test Eighth-Grade Students Percent of Students At or Above Proficiency					
	Math	Reading	Writing	Science	Average of All Subjects
AF Connecticut (Low-income students)	97%	71%	92%	67%	82%
Connecticut State (Non-poor students)	93%	90%	91%	88%	91%
Difference	+4%	-19%	+1%	-21%	-9%

Table 2.b.3

2009 Connecticut Academic Performance Test 10 <sup>th</sup> -Grade Students Percent of Students At or Above Proficiency					
	Math	Reading	Writing	Science	Average of

					All Subjects
AF Connecticut (Low-income students)	75%	92%	100%	92%	90%
Connecticut State (Non-poor students)	87%	89%	92%	88%	89%
Difference	-12%	+3%	+8%	+4%	+1%

Table 2.b.4

2009 New York State Test Fourth-Grade Students Percent of Students At or Above Proficiency			
	Math	English Language Arts	Average of All Subjects
AF New York (Low-income students)	98%	93%	96%
New York State (Non-poor students)	93%	88%	91%
Difference	+5%	+5%	+5%

Table 2.b.5

2009 New York State Test Eighth-Grade Students Percent of Students At or Above Proficiency			
	Math	English Language Arts	Average of All Subjects
AF New York (Low-income students)	91%	71%	81%
New York State (Non-poor students)	89%	81%	85%
Difference	+2%	-10%	-4%

### Category 3: Student Academic Achievement—Special Education Students\*

#### 3.a AF special education students vs. State special education students

Table 3.a.1

2009 New York State Test Fourth-Grade Students Percent of Students At or Above Proficiency			
	Math	English Language	Average of All

		Arts	Subjects
AF New York (Special education students)	100%	73%	87%
New York State (Special education students)	61%	37%	49%
Difference	+39%	+36%	+38%

\*AF does not report data for subgroups of less than 10 students. Of AF's capstone grades—fourth, eighth and 10th—AF New York fourth graders were the only cohort that met the 10 student threshold for special education.

#### Category 4: Student Academic Achievement—English Language Learners

AF does not report data for subgroups of less than 10 students. Of AF's capstone grades—fourth, eighth and 10th—there were no cohorts that met the 10 student threshold for English language learners.

#### Category 5: Student Academic Achievement—African American and Hispanic Students

##### 5.a AF African American students vs. State African American students

Table 5.a.1

2009 Connecticut Mastery Test Fourth-Grade Students Percent of Students At or Above Proficiency				
	Math	Reading	Writing	Average of All Subjects
AF Connecticut (African American students)	89%	83%	85%	86%
Connecticut State (African American students)	65%	53%	72%	63%
Difference	+24%	+30%	+13%	+23%

Table 5.a.2

2009 Connecticut Mastery Test Eighth-Grade Students Percent of Students At or Above Proficiency					
	Math	Reading	Writing	Science	Average of

					All Subjects
AF Connecticut (African American students)	96%	78%	93%	70%	84%
Connecticut State (African American students)	64%	60%	69%	48%	60%
Difference	+32%	+18%	+24%	+22%	+24%

Table 5.a.3

2009 Connecticut Academic Performance Test 10 <sup>th</sup> -Grade Students Percent of Students At or Above Proficiency					
	Math	Reading	Writing	Science	Average of All Subjects
AF Connecticut (African American students)	74%	84%	100%	95%	88%
Connecticut State (African American students)	46%	60%	71%	48%	56%
Difference	+28%	+24%	+29%	+47%	+32%

Table 5.a.4

2009 New York State Test Fourth-Grade Students Percent of Students At or Above Proficiency			
	Math	English Language Arts	Average of All Subjects
AF New York (African American students)	99%	92%	96%
New York State (African American students)	78%	65%	72%
Difference	+21%	+27%	+24%

Table 5.a.5

2009 New York State Test Eighth-Grade Students Percent of Students At or Above Proficiency			
	Math	English Language Arts	Average of All Subjects
AF New York (African American students)	91%	77%	84%
New York State (African American students)	63%	52%	58%
Difference	+28%	+25%	+26%

5.b AF African American students vs. State Caucasian and Asian students

Table 5.b.1

2009 Connecticut Mastery Test Fourth-Grade Students Percent of Students At or Above Proficiency				
	Math	Reading	Writing	Average of All Subjects
AF Connecticut (African American students)	89%	83%	85%	86%
Connecticut State (Caucasian and Asian students)	93%	85%	91%	90%
Difference	-4%	-2%	-6%	-4%

Table 5.b.2

2009 Connecticut Mastery Test Eighth-Grade Students Percent of Students At or Above Proficiency					
	Math	Reading	Writing	Science	Average of All Subjects
AF Connecticut (African American students)	96%	78%	93%	70%	84%
Connecticut State	93%	90%	91%	88%	91%



(Caucasian and Asian students)					
Difference	+3%	-12%	+2%	-18%	-7%

Table 5.b.3

2009 Connecticut Academic Performance Test 10 <sup>th</sup> -Grade Students Percent of Students At or Above Proficiency					
	Math	Reading	Writing	Science	Average of All Subjects
AF Connecticut (African American students)	74%	84%	100%	95%	88%
Connecticut State (Caucasian and Asian students)	89%	90%	93%	90%	91%
Difference	-15%	-6%	+7%	+5%	-3%

Table 5.b.4

2009 New York State Test Fourth-Grade Students Percent of Students At or Above Proficiency			
	Math	English Language Arts	Average of All Subjects
AF New York (African American students)	99%	92%	96%
New York State (Caucasian and Asian students)	93%	86%	90%
Difference	+6%	+6%	+6%

Table 5.b.5

2009 New York State Test Eighth-Grade Students Percent of Students At or Above Proficiency			
	Math	English Language Arts	Average of All Subjects
AF New York	91%	77%	84%

(African American students)			
New York State (Caucasian and Asian students)	89%	79%	84%
Difference	+2%	-2%	0%

5.c AF Hispanic students vs. State Hispanic students\*\*

Table 5.c.1

2009 Connecticut Mastery Test Fourth-Grade Students Percent of Students At or Above Proficiency				
	Math	Reading	Writing	Average of All Subjects
AF Connecticut (Hispanic students)	92%	92%	92%	92%
Connecticut State (Hispanic students)	67%	47%	70%	61%
Difference	+25%	+45%	+22%	+31%

Table 5.c.2

2009 Connecticut Mastery Test Eighth-Grade Students Percent of Students At or Above Proficiency					
	Math	Reading	Writing	Science	Average of All Subjects
AF Connecticut (Hispanic students)	100%	53%	85%	45%	71%
Connecticut State (Hispanic students)	63%	55%	65%	48%	58%
Difference	+37%	-2%	+20%	-3%	+13%

Table 5.c.3

2009 Connecticut Academic Performance Test 10 <sup>th</sup> -Grade Students Percent of Students At or Above Proficiency					
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	Math	Reading	Writing	Science	Average of All Subjects
AF Connecticut (Hispanic students)	76%	100%	100%	88%	91%
Connecticut State (Hispanic students)	54%	61%	71%	50%	59%
Difference	+22%	+39%	+29%	+38%	+32%

\*\*AF does not report data for subgroups of less than 10 students. AF New York's capstone grades—fourth and eighth—did not meet the 10 student threshold for Hispanic students.

5d AF Hispanic students vs. State Caucasian and Asian students\*\*\*

Table 5.d.1

2009 Connecticut Mastery Test Fourth-Grade Students Percent of Students At or Above Proficiency				
	Math	Reading	Writing	Average of All Subjects
AF Connecticut (Hispanic students)	92%	92%	92%	92%
Connecticut State (Caucasian and Asian students)	93%	85%	91%	90%
Difference	-1%	+7%	+1%	+2%

Table 5.d.2

2009 Connecticut Mastery Test Eighth-Grade Students Percent of Students At or Above Proficiency					
	Math	Reading	Writing	Science	Average of All Subjects
AF Connecticut (Hispanic students)	100%	53%	85%	45%	71%
Connecticut State	93%	90%	91%	88%	91%

(Caucasian and Asian students)					
Difference	+7%	-37%	-6%	-43%	-20%

Table 5.d.3

2009 Connecticut Academic Performance Test 10 <sup>th</sup> -Grade Students Percent of Students At or Above Proficiency					
	Math	Reading	Writing	Science	Average of All Subjects
AF Connecticut (Hispanic students)	76%	100%	100%	88%	91%
Connecticut State (Caucasian and Asian students)	89%	90%	93%	90%	91%
Difference	-13%	+10%	+7%	-2%	0%

\*\*\*AF does not report data for subgroups of less than 10 students. AF New York's capstone grades—fourth and eighth—did not meet the 10 student threshold for Hispanic students.

## Section 6: Student Attendance

### 6.a. AF student attendance vs. state student attendance

Table 6.a.1

2008-09 Student Attendance							
	AF Network	AF Connecticut	Connecticut State	Improvement of AF over Connecticut	AF New York	New York State	Improvement of AF over New York
Attendance	96%	97%	N/A	N/A	96%	93%	+3%

### 6.b AF student attendance by school

Table 6.b.1

2008-09 Student Attendance	
School	Attendance
AF Bridgeport Academy Middle	96%
AF Hartford Academy Elementary	96%

AF Hartford Academy Middle	95%
Amistad Academy Elementary	96%
Amistad Academy Middle	97%
Amistad-Elm City High	97%
Elm City College Preparatory Elementary	97%
Elm City College Preparatory Middle	98%
AF Brownsville Elementary	95%
AF Bushwick Elementary	96%
AF Bushwick Middle	97%
AF Crown Heights Elementary	96%
AF Crown Heights Middle	94%
AF East New York Elementary	96%
AF Endeavor Middle	95%

#### Category 7: Student Retention

##### 7.a. AF student retention vs. state student retention

Table 7.a.1

2008-09 Student Retention							
	AF Network	AF Connecticut	Connecticut State	Improvement of AF over Connecticut	AF New York	New York State	Improvement of AF over New York
Retention	90%	87%	N/A	N/A	92%	N/A	N/A

##### 7.b AF student retention by school

Table 7.b.1

2008-09 Student Retention	
School	Retention
AF Bridgeport Academy Middle	83%
AF Hartford Academy Elementary	92%
AF Hartford Academy Middle	84%
Amistad Academy Elementary	92%
Amistad Academy Middle	75%
Amistad-Elm City High	86%
Elm City College Preparatory Elementary	97%
Elm City College Preparatory Middle	84%
AF Brownsville Elementary	94%
AF Bushwick Elementary	95%
AF Bushwick Middle	86%
AF Crown Heights Elementary	96%
AF Crown Heights Middle	92%

AF East New York Elementary	94%
AF Endeavor Middle	83%

## Category 8: High School Graduation Rates

### 8.a. State high school graduation rates by subgroup

Table 8.a.1

2008-09 High School Graduation Rate	
Subgroup	Graduation Rate
Connecticut State (All students)	79%
Connecticut State (Low-income students)	60%
Connecticut State (African American students)	66%
Connecticut State (Hispanic students)	58%

## Category 9: Student Enrollment Demographics

### 9.a AF student enrollment demographics v. Host district student enrollment demographics v. State student enrollment demographics

Table 9.a.1

2008-09 Student Enrollment Demographics					
	Low-income Students	Special Education Students	English Language Learners	African American Students	Hispanic Students
AF Network	72%	8%	0.4%	82%	17%
Connecticut State	30%	11%	5%	14%	17%
New York State	47%	N/A	8%	19%	21%
Bridgeport Public Schools	98%	12%	13%	41%	47%
Hartford Public Schools	92%	13%	14%	40%	52%
New Haven Public Schools	71%	9%	13%	51%	36%
District 13/16	76%	13%*	4%	73%	14%
District 17	88%		9%	86%	11%
District 19	87%		13%	53%	39%
District 23	84%		4%	81%	17%

District 32	90%		18%	25%	71%
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\*Special education enrollment data is not available for individual districts within New York City. Special education enrollment for New York City Public Schools in 2008-09 is used as a proxy.

# Project Narrative

## Section 6 - Other Attachments: Supplemental Organizational Budgets and Financial Information

Attachment 1:

Title: **Achievement First CSP Grant Application Budgets** Pages: **13** Uploaded File: **CSP RE Grant Application Section 6 Budgets 100701.pdf**





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**Inputs**

School based expenses				
Budget Category	Item	Description	Unit	Cost per unit project year 1
Equipment	Staff computers	Computers and software for new staff seats	New staff seats	\$1,200
Equipment	Student computers	Computer labs for newly created grades	3rd grade at elementary, 6th and 7th grade at middle, 10th and 11th grade at high schools	\$20,000 for elementary, \$35,000 for middle and high school
Equipment	Other IT equipment	Peripheral equipment (printers, scanners, projectors, smart boards)	New staff seats	\$1,000
Supplies	Furniture and Fixtures	Furniture for use for new student seats	New student seats	\$250
Supplies	Curricula (textbooks)	Curricular materials (textbooks) for new student seats	New student seats	\$500 for elementary, \$600 for middle and high schools
Supplies	Instructional supplies	Instructional supplies (paper, pencils, non-electronic equipment)	New student seats	\$180
Supplies	Classroom libraries	Books for individual reading, kept in classrooms	New student seats	\$200

Oversight/management expenses				
Budget Category	Item	Description	Unit	Cost per unit project year 1
Personnel	Professional development staff salaries	Staff providing professional development support to staff	New staff added each year of growth plan	\$85,000
Fringe benefits	Professional development staff benefits	Taxes and benefits for professional development staff	15% of salaries of new professional development staff added	\$12,750
Travel	Travel and lodging expenses for new staff training	Lodging and transportation expenses for new staff training	Cost per new teacher attending new staff training	\$500
Contractual	Contractual costs related to new staff training	Costs related to logistics of new staff training (facility rental, catering)	Cost per new teacher attending new staff training	\$1,000

General assumptions				
Inflation factor	Annual rate: 3%			
Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
1.000	1.030	1.061	1.093	1.126



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**School information**

<b>Achievement First Expansion/Replication Schools: 2010-2015</b>				
	<b>School</b>	<b>Location</b>	<b>Year launched</b>	<b>Expansion/Replication</b>
1	AF East New York Middle School	Brooklyn, NY	2009-2010	Expansion
2	AF Crown Heights High School	Brooklyn, NY	2009-2010	Expansion
3	AF Endeavor High School	Brooklyn, NY	2010-2011	Replication
4	AF Bridgeport Elementary School	Bridgeport, CT	2010-2011	Replication
5	AF Endeavor Elementary School	Brooklyn, NY	2011-2012	Replication
6	AF Bushwick HS	Brooklyn, NY	2011-2012	Replication
7	AF Aspire Elementary School	Brooklyn, NY	2011-2012	Replication
8	AF Rhode Island Elementary School #1	Providence/Cranston, RI	2011-2012	Replication
9	AF Apollo Middle School	Brooklyn, NY	2012-2013	Replication
10	AF Brownsville Middle School	Brooklyn, NY	2012-2013	Replication
11	AF NY #8 Elementary School	Brooklyn, NY	2012-2013	Replication
12	AF Rhode Island Elementary School #2	Providence/Cranston, RI	2012-2013	Replication
13	AF Aspire Middle School	Brooklyn, NY	2013-2014	Replication
14	AF Rhode Island Middle School #1	Providence/Cranston, RI	2013-2014	Replication
15	AF NY #8 Middle School	Brooklyn, NY	2014-2015	Replication
16	AF Rhode Island Middle School #2	Providence/Cranston, RI	2014-2015	Replication

<b>Overview of Expansion/Replication Schools: Grades Served</b>						
	<b>School</b>	<b>Project Year 1</b>	<b>Project Year 2</b>	<b>Project Year 3</b>	<b>Project Year 4</b>	<b>Project Year 5</b>
1	AF East New York Middle School	5-6	5-7	5-8	5-8	5-8
2	AF Crown Heights High School	9-10	9-11	9-12	9-12	9-12
3	AF Endeavor High School	9	9-10	9-11	9-12	9-12
4	AF Bridgeport Elementary School	K	K-1	K-2	K-3	K-4
5	AF Endeavor Elementary School		K-1	K-2	K-3	K-4
6	AF Bushwick HS		9	9-10	9-11	9-12
7	AF Aspire Elementary School		K-1	K-2	K-3	K-4
8	AF Rhode Island Elementary School #1		K-1	K-2	K-3	K-4
9	AF Apollo Middle School			5	5-6	5-7
10	AF Brownsville Middle School			5	5-6	5-7
11	AF NY #8 Elementary School			K-1	K-2	K-3
12	AF Rhode Island Elementary School #2			K-1	K-2	K-3
13	AF Aspire Middle School				5	5-6
14	AF Rhode Island Middle School #1				5	5-6
15	AF NY #8 Middle School					5
16	AF Rhode Island Middle School #2					5

<b>Overview of Expansion/Replication Schools: Enrollment</b>						
	<b>School</b>	<b>Project Year 1</b>	<b>Project Year 2</b>	<b>Project Year 3</b>	<b>Project Year 4</b>	<b>Project Year 5</b>
1	AF East New York Middle School	171	249	321	321	321
2	AF Crown Heights High School	80	120	160	165	195
3	AF Endeavor High School	30	75	120	165	195



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<b>School information</b>					
4	AF Bridgeport Elementary School	85	176	262	416
5	AF Endeavor Elementary School	0	176	262	416
6	AF Bushwick HS	0	35	125	239
7	AF Aspire Elementary School	0	176	262	416
8	AF Rhode Island Elementary School #1	0	176	262	416
9	AF Apollo Middle School	0	0	88	249
10	AF Brownsville Middle School	0	0	88	249
11	AF NY #8 Elementary School	0	0	176	342
12	AF Rhode Island Elementary School #2	0	0	176	342
13	AF Aspire Middle School	0	0	0	171
14	AF Rhode Island Middle School #1	0	0	0	171
15	AF NY #8 Middle School	0	0	0	88
16	AF Rhode Island Middle School #2	0	0	0	88
	<b>Total</b>	<b>366</b>	<b>1,183</b>	<b>2,302</b>	<b>4,314</b>

<b>Overview of Expansion/Replication Schools: Teachers</b>						
	<b>School</b>	<b>Project Year 1</b>	<b>Project Year 2</b>	<b>Project Year 3</b>	<b>Project Year 4</b>	<b>Project Year 5</b>
1	AF East New York Middle School	15	22	25	25	25
2	AF Crown Heights High School	8	14	17	17	17
3	AF Endeavor High School	3	9	14	17	17
4	AF Bridgeport Elementary School	8	16	21	28	33
5	AF Endeavor Elementary School	0	14	20	27	33
6	AF Bushwick HS	0	4	9	14	17
7	AF Aspire Elementary School	0	16	22	29	34
8	AF Rhode Island Elementary School #1	0	16	22	29	34
9	AF Apollo Middle School	0	0	7	15	22
10	AF Brownsville Middle School	0	0	7	15	22
11	AF NY #8 Elementary School	0	0	16	22	29
12	AF Rhode Island Elementary School #2	0	0	16	22	29
13	AF Aspire Middle School	0	0	0	7	15
14	AF Rhode Island Middle School #1	0	0	0	7	15
15	AF NY #8 Middle School	0	0	0	0	7
16	AF Rhode Island Middle School #2	0	0	0	0	7
	<b>Total</b>	<b>34</b>	<b>111</b>	<b>195</b>	<b>272</b>	<b>354</b>



# Achievement First CSP Application

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## Enrollment and staffing information

Achievement First -- Overview of Expansion/Replication Schools					
All schools	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
Additional students -- total	366	1,183	2,302	3,244	4,314
Additional students -- each year	238	817	1,119	943	1,070
Additional teachers -- total	34	111	195	272	354
Additional teachers -- each year	34	77	84	78	82
School	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
<b>1. Achievement First East New York Middle School</b>					
Additional students -- total	171	249	321	321	321
Additional students -- each year	83	78	72	0	0
Additional teachers -- total	15	22	25	25	25
Additional teachers -- each year	15	7	3	0	0
School	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
<b>2. Achievement First Crown Heights High School</b>					
Additional students -- total	80	120	160	165	195
Additional students -- each year	40	40	40	5	30
Additional teachers -- total	8	14	17	17	17
Additional teachers -- each year	8	6	3	0	0
School	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
<b>3. Achievement First Endeavor High School</b>					
Additional students -- total	30	75	120	165	195
Additional students -- each year	30	45	45	45	30
Additional teachers -- total	3	9	14	17	17
Additional teachers -- each year	3	6	5	3	0
School	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
<b>4. Achievement First Bridgeport Elementary School</b>					
Additional students -- total	85	176	262	342	416
Additional students -- each year	85	91	86	80	74
Additional teachers -- total	8	16	21	28	33
Additional teachers -- each year	8	8	5	7	5
School	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
<b>5. Achievement First Endeavor Elementary School</b>					
Additional students -- total	0	176	262	342	416
Additional students -- each year	0	176	86	80	74
Additional teachers -- total	0	14	20	27	33
Additional teachers -- each year	0	14	6	7	6



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## Enrollment and staffing information

School	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
<b>6. Achievement First Bushwick HS</b>					
Additional students -- total	0	35	125	183	239
Additional students -- each year	0	35	90	59	56
Additional teachers -- total	0	4	9	14	17
Additional teachers -- each year	0	4	5	5	3
School	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
<b>7. Achievement First Aspire Elementary School</b>					
Additional students -- total	0	176	262	342	416
Additional students -- each year	0	176	86	80	74
Additional teachers -- total	0	16	22	29	34
Additional teachers -- each year	0	16	6	7	5
School	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
<b>8. Achievement First Rhode Island Elementary School #1</b>					
Additional students -- total	0	176	262	342	416
Additional students -- each year	0	176	86	80	74
Additional teachers -- total	0	16	22	29	34
Additional teachers -- each year	0	16	6	7	5
School	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
<b>9. Achievement First Apollo Middle School</b>					
Additional students -- total	0	0	88	171	249
Additional students -- each year	0	0	88	83	78
Additional teachers -- total	0	0	7	15	22
Additional teachers -- each year	0	0	7	9	7
School	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
<b>10. Achievement First Brownsville Middle School</b>					
Additional students -- total	0	0	88	171	249
Additional students -- each year	0	0	88	83	78
Additional teachers -- total	0	0	7	15	22
Additional teachers -- each year	0	0	7	9	7
School	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
<b>11. Achievement First NY #8 Elementary School</b>					
Additional students -- total	0	0	176	262	342
Additional students -- each year	0	0	176	86	80
Additional teachers -- total	0	0	16	22	29
Additional teachers -- each year	0	0	16	6	7



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**Enrollment and staffing information**

School	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
<b>12. Achievement First Rhode Island Elementary School #2</b>					
Additional students -- total	0	0	176	262	342
Additional students -- each year	0	0	176	86	80
Additional teachers -- total	0	0	16	22	29
Additional teachers -- each year	0	0	16	6	7
School	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
<b>13. Achievement First Aspire Middle School</b>					
Additional students -- total	0	0	0	88	171
Additional students -- each year	0	0	0	88	83
Additional teachers -- total	0	0	0	7	15
Additional teachers -- each year	0	0	0	7	9
School	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
<b>14. Achievement First Rhode Island Middle School #1</b>					
Additional students -- total	0	0	0	88	171
Additional students -- each year	0	0	0	88	83
Additional teachers -- total	0	0	0	7	15
Additional teachers -- each year	0	0	0	7	9
School	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
<b>15. Achievement First NY #8 Middle School</b>					
Additional students -- total	0	0	0	0	88
Additional students -- each year	0	0	0	0	88
Additional teachers -- total	0	0	0	0	7
Additional teachers -- each year	0	0	0	0	7
School	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
<b>16. Achievement First Rhode Island Middle School #2</b>					
Additional students -- total	0	0	0	0	88
Additional students -- each year	0	0	0	0	88
Additional teachers -- total	0	0	0	0	7
Additional teachers -- each year	0	0	0	0	7

Detailed school budgets

All replication/expansion schools		Fed Funds portion (80% of total)										Match portion (20% of total)							
Budget Category	Expenses						Expenses						Expenses						
	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total	
Equipment																			
Staff computers	38,760	139,483	152,451	138,011	149,242	617,948	31,008	111,586	121,961	110,409	119,394	494,358	7,752	27,897	30,490	27,602	29,848	123,590	
Student computer labs	70,000	108,150	95,481	180,300	202,592	656,523	56,000	86,520	76,385	144,240	162,073	525,218	14,000	21,630	19,096	36,060	40,518	131,305	
Other IT equipment	33,521	117,554	130,231	120,074	130,529	531,909	26,817	94,043	104,185	96,059	104,423	425,527	6,704	23,511	26,046	24,015	26,106	106,382	
Total Equipment	142,281	365,186	378,163	438,385	482,363	1,806,380	113,825	292,149	302,531	350,708	385,891	1,445,104	28,456	73,037	75,633	87,677	96,473	361,276	
Supplies																			
Furniture and Fixtures	54,500	210,378	296,654	257,474	301,074	1,120,079	43,600	168,302	237,323	205,979	240,859	896,063	10,900	42,076	59,331	51,495	60,215	224,016	
Curricula (textbooks)	122,300	441,149	638,131	564,175	671,253	2,437,009	97,840	352,919	510,505	451,340	537,003	1,949,607	24,460	88,230	127,626	112,835	134,251	487,402	
Instructional supplies	39,240	151,472	213,591	185,381	216,773	806,457	31,392	121,177	170,873	148,305	173,418	645,166	7,848	30,294	42,718	37,076	43,355	161,291	
Classroom libraries	43,600	168,302	237,323	205,979	240,859	896,063	34,880	134,642	189,859	164,783	192,687	716,851	8,720	33,660	47,465	41,196	48,172	179,213	
Total Supplies	259,640	971,300	1,385,700	1,213,009	1,429,959	5,259,608	207,712	777,040	1,108,560	970,407	1,143,967	4,207,686	51,928	194,260	277,140	242,602	285,992	1,051,922	
Total Equipment and Supplies	401,921	1,336,487	1,763,863	1,651,394	1,912,322	7,065,988	321,537	1,069,189	1,411,091	1,321,115	1,529,858	5,652,790	80,384	267,297	352,773	330,279	382,464	1,413,198	
1. AF East New York Middle School		Fed Funds portion (80% of total)										Match portion (20% of total)							
Budget Categories	Expenses						Expenses						Expenses						
	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total	
Equipment																			
Staff computers	10,800	13,596	3,819	-	-	28,215	8,640	10,877	3,055	-	-	22,572	2,160	2,719	764	-	-	5,643	
Student computer labs	35,000	36,050	-	-	-	71,050	28,000	28,840	-	-	-	56,840	7,000	7,210	-	-	-	14,210	
Other IT equipment	9,694	11,774	3,634	-	-	25,101	7,755	9,419	2,907	-	-	20,081	1,939	2,355	727	-	-	5,020	
Total Equipment	55,494	61,420	7,453	-	-	124,366	44,395	49,136	5,962	-	-	99,493	11,099	12,284	1,491	-	-	24,873	
Supplies																			
Furniture and Fixtures	20,750	20,085	19,096	-	-	59,931	16,600	16,068	15,277	-	-	47,945	4,150	4,017	3,819	-	-	11,986	
Curricula (textbooks)	49,800	48,204	45,831	-	-	143,835	39,840	38,563	36,665	-	-	115,068	9,960	9,641	9,166	-	-	28,767	
Instructional supplies	14,940	14,461	13,749	-	-	43,150	11,952	11,569	10,999	-	-	34,520	2,988	2,892	2,750	-	-	8,630	
Classroom libraries	16,600	16,068	15,277	-	-	47,945	13,280	12,854	12,222	-	-	38,356	3,320	3,214	3,055	-	-	9,589	
Total Supplies	102,090	98,818	93,953	-	-	294,862	81,672	79,055	75,163	-	-	235,889	20,418	19,764	18,791	-	-	58,972	
Total Equipment and Supplies	157,584	160,238	101,406	-	-	419,228	126,067	128,190	81,125	-	-	335,382	31,517	32,048	20,281	-	-	83,846	
2. AF Crown Heights High School		Fed Funds portion (80% of total)										Match portion (20% of total)							
Budget Categories	Expenses						Expenses						Expenses						
	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total	
Equipment																			
Staff computers	6,442	10,360	3,183	-	-	19,984	5,153	8,288	2,546	-	-	15,988	1,288	2,072	637	-	-	3,997	
Student computer labs	35,000	36,050	-	-	-	71,050	28,000	28,840	-	-	-	56,840	7,000	7,210	-	-	-	14,210	
Other IT equipment	5,586	8,829	2,841	-	-	17,256	4,469	7,063	2,272	-	-	13,805	1,117	1,766	568	-	-	3,451	
Total Equipment	47,028	55,239	6,023	-	-	108,291	37,623	44,191	4,819	-	-	86,633	9,406	11,048	1,205	-	-	21,658	
Supplies																			
Furniture and Fixtures	5,000	10,300	10,609	1,366	8,441	35,716	4,000	8,240	8,487	1,093	6,753	28,573	1,000	2,060	2,122	273	1,688	7,143	
Curricula (textbooks)	12,000	24,720	25,462	3,278	20,259	85,719	9,600	19,776	20,369	2,623	16,207	68,575	2,400	4,944	5,092	656	4,052	17,144	
Instructional supplies	3,600	7,416	7,638	983	6,078	25,716	2,880	5,933	6,111	787	4,862	20,573	720	1,483	1,528	197	1,216	5,143	
Classroom libraries	4,000	8,240	8,487	1,093	6,753	28,573	3,200	6,592	6,790	874	5,402	22,858	800	1,648	1,697	219	1,351	5,715	
Total Supplies	24,600	50,676	52,196	6,720	41,531	175,724	19,680	40,541	41,757	5,376	33,225	140,579	4,920	10,135	10,439	1,344	8,306	35,145	
Total Equipment and Supplies	71,628	105,915	58,220	6,720	41,531	284,015	57,303	84,732	46,576	5,376	33,225	227,212	14,326	21,183	11,644	1,344	8,306	56,803	
3. AF Endeavor HS		Fed Funds portion (80% of total)										Match portion (20% of total)							
Budget Categories	Expenses						Expenses						Expenses						
	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total	
Equipment																			
Staff computers	6,218	12,691	8,593	3,278	-	30,781	4,975	10,153	6,875	2,623	-	24,625	1,244	2,538	1,719	656	-	6,156	
Student computer labs	-	36,050	37,132	-	-	73,182	-	28,840	29,705	-	-	58,545	-	7,210	7,426	-	-	14,636	
Other IT equipment	5,491	10,801	7,363	2,926	-	26,581	4,393	8,641	5,890	2,341	-	21,265	1,098	2,160	1,473	585	-	5,316	
Total Equipment	11,709	59,543	53,088	6,204	-	130,543	9,367	47,634	42,470	4,963	-	104,435	2,342	11,909	10,618	1,241	-	26,109	
Supplies																			
Furniture and Fixtures	7,500	11,588	11,935	12,293	8,441	51,757	6,000	9,270	9,548	9,835	6,753	41,406	1,500	2,318	2,387	2,459	1,688	10,351	
Curricula (textbooks)	18,000	27,810	28,644	29,504	20,259	124,217	14,400	22,248	22,915	23,603	16,207	99,374	3,600	5,562	5,729	5,901	4,052	24,843	
Instructional supplies	5,400	8,343	8,593	8,851	6,078	37,265	4,320	6,674	6,875	7,081	4,862	29,812	1,080	1,669	1,719	1,770	1,216	7,453	
Classroom libraries	6,000	9,270	9,548	9,835	6,753	41,406	4,800	7,416	7,638	7,868	5,402	33,125	1,200	1,854	1,910	1,967	1,351	8,281	
Total Supplies	36,900	57,011	58,721	60,482	41,531	254,645	29,520	45,608	46,977	48,386	33,225	203,716	7,380	11,402	11,744	12,096	8,306	50,929	
Total Equipment and Supplies	48,609	116,553	111,809	66,686	41,531	385,188	38,887	93,242	89,447	53,349	33,225	308,151	9,722	23,311	22,362	13,337	8,306	77,038	

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4. AF Bridgeport Elementary		Total						Fed Funds portion (80% of total)						Match portion (20% of total)					
		Expenses						Expenses						Expenses					
Budget Categories		Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
Equipment																			
	Staff computers	15,300	12,051	8,275	11,801	6,753	54,181	12,240	9,641	6,620	9,441	5,402	43,344	3,060	2,410	1,655	2,360	1,351	10,836
	Student computer labs	-	-	21,218	-	-	21,218	-	-	16,974	-	-	16,974	-	-	4,244	-	-	4,244
	Other IT equipment	12,750	10,178	7,796	10,162	5,628	46,514	10,200	8,142	6,237	8,130	4,502	37,211	2,550	2,036	1,559	2,032	1,126	9,303
Total Equipment		28,050	22,229	37,289	21,963	12,381	121,912	22,440	17,783	29,831	17,571	9,904	97,530	5,610	4,446	7,458	4,393	2,476	24,382
Supplies																			
	Furniture and Fixtures	21,250	23,433	22,809	21,855	20,822	110,168	17,000	18,746	18,247	17,484	16,658	88,135	4,250	4,687	4,562	4,371	4,164	22,034
	Curricula (textbooks)	42,500	46,865	45,619	43,709	41,644	220,337	34,000	37,492	36,495	34,967	33,315	176,269	8,500	9,373	9,124	8,742	8,329	44,067
	Instructional supplies	15,300	16,871	16,423	15,735	14,992	79,321	12,240	13,497	13,138	12,588	11,993	63,457	3,060	3,374	3,285	3,147	2,998	15,864
	Classroom libraries	17,000	18,746	18,247	17,484	16,658	88,135	13,600	14,997	14,598	13,987	13,326	70,508	3,400	3,749	3,649	3,497	3,332	17,627
Total Supplies		96,050	105,915	103,098	98,783	94,115	497,961	76,840	84,732	82,479	79,026	75,292	398,369	19,210	21,183	20,620	19,757	18,823	99,592
Total Equipment and Supplies		124,100	128,144	140,388	120,746	106,496	619,873	99,280	102,515	112,310	96,597	85,197	495,898	24,820	25,629	28,078	24,149	21,299	123,975

5. AF Endeavor Elementary		Total						Fed Funds portion (80% of total)						Match portion (20% of total)					
		Expenses						Expenses						Expenses					
Budget Categories		Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
Equipment																			
	Staff computers	-	24,720	10,185	11,801	9,454	56,160	-	19,776	8,148	9,441	7,563	44,928	-	4,944	2,037	2,360	1,891	11,232
	Student computer labs	-	-	-	21,855	-	21,855	-	-	-	17,484	-	17,484	-	-	-	4,371	-	4,371
	Other IT equipment	-	20,600	8,627	9,691	7,879	46,796	-	16,480	6,901	7,753	6,303	37,437	-	4,120	1,725	1,938	1,576	9,359
Total Equipment		-	45,320	18,811	43,347	17,333	124,811	-	36,256	15,049	34,677	13,866	99,849	-	9,064	3,762	8,669	3,467	24,962
Supplies																			
	Furniture and Fixtures	-	45,320	22,809	21,855	20,822	110,806	-	36,256	18,247	17,484	16,658	88,645	-	9,064	4,562	4,371	4,164	22,161
	Curricula (textbooks)	-	90,640	45,619	43,709	41,644	221,612	-	72,512	36,495	34,967	33,315	177,289	-	18,128	9,124	8,742	8,329	44,322
	Instructional supplies	-	32,630	16,423	15,735	14,992	79,780	-	26,104	13,138	12,588	11,993	63,824	-	6,526	3,285	3,147	2,998	15,956
	Classroom libraries	-	36,256	18,247	17,484	16,658	88,645	-	29,005	14,598	13,987	13,326	70,916	-	7,251	3,649	3,497	3,332	17,729
Total Supplies		-	204,846	103,098	98,783	94,115	500,842	-	163,877	82,479	79,026	75,292	400,674	-	40,969	20,620	19,757	18,823	100,168
Total Equipment and Supplies		-	250,166	121,910	142,129	111,448	625,653	-	200,133	97,528	113,703	89,158	500,523	-	50,033	24,382	28,426	22,290	125,131

6. AF Bushwick HS		Total						Fed Funds portion (80% of total)						Match portion (20% of total)					
		Expenses						Expenses						Expenses					
Budget Categories		Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
Equipment																			
	Staff computers	-	10,444	8,912	8,851	3,377	31,583	-	8,355	7,129	7,081	2,701	25,267	-	2,089	1,782	1,770	675	6,317
	Student computer labs	-	-	37,132	38,245	-	75,377	-	-	29,705	30,596	-	60,302	-	-	7,426	7,649	-	15,075
	Other IT equipment	-	9,022	7,658	7,584	3,014	27,277	-	7,217	6,126	6,067	2,411	21,822	-	1,804	1,532	1,517	603	5,455
Total Equipment		-	19,466	53,701	54,680	6,390	134,237	-	15,573	42,961	43,744	5,112	107,390	-	3,893	10,740	10,936	1,278	26,847
Supplies																			
	Furniture and Fixtures	-	9,013	23,738	15,981	15,757	64,488	-	7,210	18,990	12,785	12,606	51,591	-	1,803	4,748	3,196	3,151	12,898
	Curricula (textbooks)	-	21,630	56,970	38,355	37,817	154,772	-	17,304	45,576	30,684	30,254	123,818	-	4,326	11,394	7,671	7,563	30,954
	Instructional supplies	-	6,489	17,091	11,506	11,345	46,432	-	5,191	13,673	9,205	9,076	37,145	-	1,298	3,418	2,301	2,269	9,286
	Classroom libraries	-	7,210	18,990	12,785	12,606	51,591	-	5,768	15,192	10,228	10,085	41,273	-	1,442	3,798	2,557	2,521	10,318
Total Supplies		-	44,342	116,789	78,627	77,525	317,283	-	35,473	93,431	62,902	62,020	253,826	-	8,868	23,358	15,725	15,505	63,457
Total Equipment and Supplies		-	63,808	170,490	133,308	83,915	451,520	-	51,046	136,392	106,646	67,132	361,216	-	12,762	34,098	26,662	16,783	90,304

7. AF Aspire Elementary		Total						Fed Funds portion (80% of total)						Match portion (20% of total)					
		Expenses						Expenses						Expenses					
Budget Categories		Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
Equipment																			
	Staff computers	-	27,810	9,548	13,113	6,753	57,224	-	22,248	7,638	10,490	5,402	45,779	-	5,562	1,910	2,623	1,351	11,445
	Student computer labs	-	-	-	21,855	-	21,855	-	-	-	17,484	-	17,484	-	-	-	4,371	-	4,371
	Other IT equipment	-	23,175	8,096	11,855	5,965	49,091	-	18,540	6,477	9,484	4,772	39,273	-	4,635	1,619	2,371	1,193	9,818
Total Equipment		-	50,985	17,644	46,822	12,718	128,169	-	40,788	14,116	37,458	10,174	102,535	-	10,197	3,529	9,364	2,544	25,634
Supplies																			
	Furniture and Fixtures	-	45,320	22,809	21,855	20,822	110,806	-	36,256	18,247	17,484	16,658	88,645	-	9,064	4,562	4,371	4,164	22,161
	Curricula (textbooks)	-	90,640	45,619	43,709	41,644	221,612	-	72,512	36,495	34,967	33,315	177,289	-	18,128	9,124	8,742	8,329	44,322
	Instructional supplies	-	32,630	16,423	15,735	14,992	79,780	-	26,104	13,138	12,588	11,993	63,824	-	6,526	3,285	3,147	2,998	15,956
	Classroom libraries	-	36,256	18,247	17,484	16,658	88,645	-	29,005	14,598	13,987	13,326	70,916	-	7,251	3,649	3,497	3,332	17,729
Total Supplies		-	204,846	103,098	98,783	94,115	500,842	-	163,877	82,479	79,026	75,292	400,674	-	40,969	20,620	19,757	18,823	100,168
Total Equipment and Supplies		-	255,831	120,743	145,605	106,833	629,012	-	204,665	96,594	116,484	85,466	503,209	-	51,166	24,149	29,121	21,367	125,802



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8. AF Rhode Island Elementary 1							Fed Funds portion (80% of total)							Match portion (20% of total)										
Total							Expenses							Expenses										
Expenses							Expenses							Expenses										
Budget Categories							Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
<b>Equipment</b>							-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Staff computers	-	27,810	9,548	13,113	6,753	57,224	-	22,248	7,638	10,490	5,402	45,779	-	5,562	1,910	2,623	1,351	-	-	-	-	-	11,445
	Student computer labs	-	-	-	21,855	-	21,855	-	-	-	17,484	-	17,484	-	-	-	4,371	-	4,371	-	-	-	-	4,371
	Other IT equipment	-	23,175	8,096	11,855	5,965	49,091	-	18,540	6,477	9,484	4,772	39,273	-	4,635	1,619	2,371	1,193	-	-	-	-	-	9,818
<b>Total Equipment</b>							-	<b>50,985</b>	<b>17,644</b>	<b>46,822</b>	<b>12,718</b>	<b>128,169</b>	-	<b>40,788</b>	<b>14,116</b>	<b>37,458</b>	<b>10,174</b>	<b>102,535</b>	-	<b>10,197</b>	<b>3,529</b>	<b>9,364</b>	<b>2,544</b>	<b>25,634</b>
<b>Supplies</b>							-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Furniture and Fixtures	-	45,320	22,809	21,855	20,822	110,806	-	36,256	18,247	17,484	16,658	88,645	-	9,064	4,562	4,371	4,164	-	-	-	-	-	22,161
	Curricula (textbooks)	-	90,640	45,619	43,709	41,644	221,612	-	72,512	36,495	34,967	33,315	177,289	-	18,128	9,124	8,742	8,329	-	-	-	-	-	44,322
	Instructional supplies	-	32,630	16,423	15,735	14,992	79,780	-	26,104	13,138	12,588	11,993	63,824	-	6,526	3,285	3,147	2,998	-	-	-	-	-	15,956
	Classroom libraries	-	36,256	18,247	17,484	16,658	88,645	-	29,005	14,598	13,987	13,326	70,916	-	7,251	3,649	3,497	3,332	-	-	-	-	-	17,729
<b>Total Supplies</b>							-	<b>204,846</b>	<b>103,098</b>	<b>98,783</b>	<b>94,115</b>	<b>500,842</b>	-	<b>163,877</b>	<b>82,479</b>	<b>79,026</b>	<b>75,292</b>	<b>400,674</b>	-	<b>40,969</b>	<b>20,620</b>	<b>19,757</b>	<b>18,823</b>	<b>100,168</b>
<b>Total Equipment and Supplies</b>							-	<b>255,831</b>	<b>120,743</b>	<b>145,605</b>	<b>106,833</b>	<b>629,012</b>	-	<b>204,665</b>	<b>96,594</b>	<b>116,484</b>	<b>85,466</b>	<b>503,209</b>	-	<b>51,166</b>	<b>24,149</b>	<b>29,121</b>	<b>21,367</b>	<b>125,802</b>

9. AF Apollo Middle							Fed Funds portion (80% of total)							Match portion (20% of total)										
Total							Expenses							Expenses										
Expenses							Expenses							Expenses										
Budget Categories							Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
<b>Equipment</b>																								
	Staff computers	-	-	16,550	11,146	15,532	43,228	-	-	13,240	8,917	12,426	34,582	-	-	3,310	2,229	3,106	8,646					
	Student computer labs	-	-	-	38,245	39,393	77,638	-	-	-	30,596	31,514	62,111	-	-	-	7,649	7,879	15,528					
	Other IT equipment	-	-	14,190	10,046	13,428	37,664	-	-	11,352	8,037	10,742	30,131	-	-	2,838	2,009	2,686	7,533					
<b>Total Equipment</b>							-	-	<b>30,740</b>	<b>59,438</b>	<b>68,353</b>	<b>158,530</b>	-	-	<b>24,592</b>	<b>47,550</b>	<b>54,682</b>	<b>126,824</b>	-	-	<b>6,148</b>	<b>11,888</b>	<b>13,671</b>	<b>31,706</b>
<b>Supplies</b>																								
	Furniture and Fixtures	-	-	23,340	22,674	21,947	67,961	-	-	18,672	18,139	17,558	54,369	-	-	4,668	4,535	4,389	13,592					
	Curricula (textbooks)	-	-	56,016	54,418	52,674	163,107	-	-	44,812	43,534	42,139	130,486	-	-	11,203	10,884	10,535	32,621					
	Instructional supplies	-	-	16,805	16,325	15,802	48,932	-	-	13,444	13,060	12,642	39,146	-	-	3,361	3,265	3,160	9,786					
	Classroom libraries	-	-	18,672	18,139	17,558	54,369	-	-	14,937	14,511	14,046	43,495	-	-	3,734	3,628	3,512	10,874					
<b>Total Supplies</b>							-	-	<b>114,832</b>	<b>111,556</b>	<b>107,981</b>	<b>334,370</b>	-	-	<b>91,865</b>	<b>89,245</b>	<b>86,385</b>	<b>267,496</b>	-	-	<b>22,966</b>	<b>22,311</b>	<b>21,596</b>	<b>66,874</b>
<b>Total Equipment and Supplies</b>							-	-	<b>145,572</b>	<b>170,994</b>	<b>176,334</b>	<b>492,900</b>	-	-	<b>116,457</b>	<b>136,795</b>	<b>141,067</b>	<b>394,320</b>	-	-	<b>29,114</b>	<b>34,199</b>	<b>35,267</b>	<b>98,580</b>

10. AF Brownsville Middle							Fed Funds portion (80% of total)							Match portion (20% of total)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
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11. NY Elem #8		Total						Fed Funds portion (80% of total)						Match portion (20% of total)					
		Expenses						Expenses						Expenses					
Budget Categories		Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
Equipment																			
	Staff computers	-	-	28,644	9,835	13,506	51,985	-	-	22,915	7,868	10,805	41,588	-	-	5,729	1,967	2,701	10,397
	Student computer labs	-	-	-	-	22,510	22,510	-	-	-	-	18,008	18,008	-	-	-	-	4,502	4,502
	Other IT equipment	-	-	23,870	8,339	12,210	44,420	-	-	19,096	6,671	9,768	35,536	-	-	4,774	1,668	2,442	8,884
Total Equipment		-	-	52,515	18,174	48,227	118,915	-	-	42,012	14,539	38,581	95,132	-	-	10,503	3,635	9,645	23,783
Supplies																			
	Furniture and Fixtures	-	-	46,680	23,494	22,510	92,683	-	-	37,344	18,795	18,008	74,147	-	-	9,336	4,699	4,502	18,537
	Curricula (textbooks)	-	-	93,359	46,987	45,020	185,367	-	-	74,687	37,590	36,016	148,293	-	-	18,672	9,397	9,004	37,073
	Instructional supplies	-	-	33,609	16,915	16,207	66,732	-	-	26,887	13,532	12,966	53,386	-	-	6,722	3,383	3,241	13,346
	Classroom libraries	-	-	37,344	18,795	18,008	74,147	-	-	29,875	15,036	14,407	59,317	-	-	7,469	3,759	3,602	14,829
Total Supplies		-	-	210,992	106,191	101,746	418,929	-	-	168,793	84,953	81,397	335,143	-	-	42,198	21,238	20,349	83,786
Total Equipment and Supplies		-	-	263,506	124,365	149,973	537,844	-	-	210,805	99,492	119,978	430,275	-	-	52,701	24,873	29,995	107,569

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12. AF Rhode Island Elementary 2							Fed Funds portion (80% of total)							Match portion (20% of total)											
Total							Expenses							Expenses											
Budget Categories							Project Year 1Project Year 2Project Year 3Project Year 4Project Year 5Total							Project Year 1Project Year 2Project Year 3Project Year 4Project Year 5Total											
							Project Year 1Project Year 2Project Year 3Project Year 4Project Year 5Total							Project Year 1Project Year 2Project Year 3Project Year 4Project Year 5Total											
<b>Equipment</b>																									
	Staff computers	-	-	28,644	9,835	13,506	51,985	-	-	22,915	7,868	10,805	41,588	-	-	5,729	1,967	2,701	10,397						
	Student computer labs	-	-	-	-	22,510	22,510	-	-	-	-	18,008	18,008	-	-	-	-	4,502	4,502						
	Other IT equipment	-	-	23,870	8,339	12,210	44,420	-	-	19,096	6,671	9,768	35,536	-	-	4,774	1,668	2,442	8,884						
<b>Total Equipment</b>							-	-	<b>52,515</b>	<b>18,174</b>	<b>48,227</b>	<b>118,915</b>	-	-	<b>42,012</b>	<b>14,539</b>	<b>38,581</b>	<b>95,132</b>	-	-	<b>10,503</b>	<b>3,635</b>	<b>9,645</b>	<b>23,783</b>	
<b>Supplies</b>																									
	Furniture and Fixtures	-	-	46,680	23,494	22,510	92,683	-	-	37,344	18,795	18,008	74,147	-	-	9,336	4,699	4,502	18,537						
	Curricula (textbooks)	-	-	93,359	46,987	45,020	185,367	-	-	74,687	37,590	36,016	148,293	-	-	18,672	9,397	9,004	37,073						
	Instructional supplies	-	-	33,609	16,915	16,207	66,732	-	-	26,887	13,532	12,966	53,386	-	-	6,722	3,383	3,241	13,346						
	Classroom libraries	-	-	37,344	18,795	18,008	74,147	-	-	29,875	15,036	14,407	59,317	-	-	7,469	3,759	3,602	14,829						
<b>Total Supplies</b>							-	-	<b>210,992</b>	<b>106,191</b>	<b>101,746</b>	<b>418,929</b>	-	-	<b>168,793</b>	<b>84,953</b>	<b>81,397</b>	<b>335,143</b>	-	-	<b>42,198</b>	<b>21,238</b>	<b>20,349</b>	<b>83,786</b>	
<b>Total Equipment and Supplies</b>							-	-	<b>263,506</b>	<b>124,365</b>	<b>149,973</b>	<b>537,844</b>	-	-	<b>210,805</b>	<b>99,492</b>	<b>119,978</b>	<b>430,275</b>	-	-	<b>52,701</b>	<b>24,873</b>	<b>29,995</b>	<b>107,569</b>	

13. AF Aspire Middle		Total						Fed Funds portion (80% of total)						Match portion (20% of total)						
		Expenses						Expenses						Expenses						
Budget Categories		Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total	
Equipment																				
	Staff computers	-	-	-	17,047	11,480	28,527	-	-	-	13,637	9,184	22,821	-	-	-	3,409	2,296	5,705	
	Student computer labs	-	-	-	-	39,393	39,393	-	-	-	-	31,514	31,514	-	-	-	-	7,879	7,879	
	Other IT equipment	-	-	-	-	14,615	10,348	24,963	-	-	-	11,692	8,278	19,971	-	-	-	2,923	2,070	4,993
Total Equipment		-	-	-	-	31,662	61,221	92,883	-	-	-	25,330	48,977	74,306	-	-	-	6,332	12,244	18,577
Supplies																				
	Furniture and Fixtures	-	-	-	24,040	23,354	47,394	-	-	-	19,232	18,683	37,915	-	-	-	4,808	4,671	9,479	
	Curricula (textbooks)	-	-	-	57,696	56,050	113,746	-	-	-	46,157	44,840	90,997	-	-	-	11,539	11,210	22,749	
	Instructional supplies	-	-	-	17,309	16,815	34,124	-	-	-	13,847	13,452	27,299	-	-	-	3,462	3,363	6,825	
	Classroom libraries	-	-	-	19,232	18,683	37,915	-	-	-	15,386	14,947	30,332	-	-	-	3,846	3,737	7,583	
Total Supplies		-	-	-	118,277	114,903	233,180	-	-	-	94,621	91,923	186,544	-	-	-	23,655	22,981	46,636	
Total Equipment and Supplies		-	-	-	149,939	176,124	326,063	-	-	-	119,951	140,899	260,850	-	-	-	29,988	35,225	65,213	

14. AF Rhode Island MS #1							Fed Funds portion (80% of total)							Match portion (20% of total)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
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15. NY Middle #8		Total						Fed Funds portion (80% of total)						Match portion (20% of total)					
		Expenses						Expenses						Expenses					
Budget Categories		Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
<b>Equipment</b>																			
	Staff computers	-	-	-	-	17,558	17,558	-	-	-	-	14,046	14,046	-	-	-	-	3,512	3,512
	Student computer labs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Other IT equipment	-	-	-	-	15,054	15,054	-	-	-	-	12,043	12,043	-	-	-	-	3,011	3,011
<b>Total Equipment</b>		-	-	-	-	<b>32,612</b>	<b>32,612</b>	-	-	-	-	<b>26,089</b>	<b>26,089</b>	-	-	-	-	<b>6,522</b>	<b>6,522</b>
<b>Supplies</b>																			
	Furniture and Fixtures	-	-	-	-	24,761	24,761	-	-	-	-	19,809	19,809	-	-	-	-	4,952	4,952
	Curricula (textbooks)	-	-	-	-	59,427	59,427	-	-	-	-	47,541	47,541	-	-	-	-	11,885	11,885
	Instructional supplies	-	-	-	-	17,828	17,828	-	-	-	-	14,262	14,262	-	-	-	-	3,566	3,566
	Classroom libraries	-	-	-	-	19,809	19,809	-	-	-	-	15,847	15,847	-	-	-	-	3,962	3,962
<b>Total Supplies</b>		-	-	-	-	<b>121,825</b>	<b>121,825</b>	-	-	-	-	<b>97,460</b>	<b>97,460</b>	-	-	-	-	<b>24,365</b>	<b>24,365</b>
<b>Total Equipment and Supplies</b>		-	-	-	-	<b>154,437</b>	<b>154,437</b>	-	-	-	-	<b>123,550</b>	<b>123,550</b>	-	-	-	-	<b>30,887</b>	<b>30,887</b>

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16. AF Rhode Island MS #2							Fed Funds portion (80% of total)							Match portion (20% of total)						
Total							Expenses							Expenses						
Budget Categories							Expenses							Expenses						
	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total		
Equipment																				
Staff computers	-	-	-	-	17,558	17,558	-	-	-	-	14,046	14,046	-	-	-	-	3,512	3,512		
Student computer labs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other IT equipment	-	-	-	-	15,054	15,054	-	-	-	-	12,043	12,043	-	-	-	-	3,011	3,011		
Total Equipment	-	-	-	-	32,612	32,612	-	-	-	-	26,089	26,089	-	-	-	-	6,522	6,522		
Supplies																				
Furniture and Fixtures	-	-	-	-	24,761	24,761	-	-	-	-	19,809	19,809	-	-	-	-	4,952	4,952		
Curricula (textbooks)	-	-	-	-	59,427	59,427	-	-	-	-	47,541	47,541	-	-	-	-	11,885	11,885		
Instructional supplies	-	-	-	-	17,828	17,828	-	-	-	-	14,262	14,262	-	-	-	-	3,566	3,566		
Classroom libraries	-	-	-	-	19,809	19,809	-	-	-	-	15,847	15,847	-	-	-	-	3,962	3,962		
Total Supplies	-	-	-	-	121,825	121,825	-	-	-	-	97,460	97,460	-	-	-	-	24,365	24,365		
Total Equipment and Supplies	-	-	-	-	154,437	154,437	-	-	-	-	123,550	123,550	-	-	-	-	30,887	30,887		



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**Detailed Network Support Budget**

Total Network Support Expansion/Replication Costs						
Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
Personnel	21,250	148,835	180,353	185,764	95,668	631,870
Fringe Benefits	3,188	22,325	27,053	27,865	14,350	94,780
Travel	34,000	79,310	88,585	84,686	91,729	378,310
Contractual	40,800	95,172	106,302	101,624	110,075	453,973
<b>Total</b>	<b>99,238</b>	<b>345,642</b>	<b>402,293</b>	<b>399,938</b>	<b>311,822</b>	<b>1,558,933</b>

Portion of Network Support Expansion/Replication Costs Included in Project (15% of Total Project)						
Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
Personnel	16,997	119,048	144,258	148,586	76,522	505,412
Fringe Benefits	2,550	17,857	21,639	22,288	11,478	75,812
Travel	27,195	63,437	70,856	67,738	73,371	302,598
Contractual	32,635	76,125	85,028	81,285	88,045	363,118
<b>Total</b>	<b>79,377</b>	<b>276,468</b>	<b>321,781</b>	<b>319,897</b>	<b>249,416</b>	<b>1,246,939</b>

Fed Funds portion (80% of amount included)						
Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
Personnel	13,598	95,239	115,407	118,869	61,217	404,329
Fringe Benefits	2,040	14,286	17,311	17,830	9,183	60,649
Travel	21,756	50,750	56,685	54,190	58,697	242,078
Contractual	26,108	60,900	68,022	65,028	70,436	290,494
<b>Total</b>	<b>63,501</b>	<b>221,174</b>	<b>257,425</b>	<b>255,918</b>	<b>199,533</b>	<b>997,551</b>

Match portion (20% of amount included)						
Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
Personnel	3,399	23,810	28,852	29,717	15,304	101,082
Fringe Benefits	510	3,571	4,328	4,458	2,296	15,162
Travel	5,439	12,687	14,171	13,548	14,674	60,520
Contractual	6,527	15,225	17,006	16,257	17,609	72,624
<b>Total</b>	<b>15,875</b>	<b>55,294</b>	<b>64,356</b>	<b>63,979</b>	<b>49,883</b>	<b>249,388</b>

Portion from other sources						
Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
Personnel	4,253	29,787	36,095	37,177	19,146	126,458
Fringe Benefits	638	4,468	5,414	5,577	2,872	18,969
Travel	6,805	15,873	17,729	16,949	18,358	75,712
Contractual	8,165	19,047	21,275	20,338	22,030	90,855
<b>Total</b>	<b>19,861</b>	<b>69,174</b>	<b>80,512</b>	<b>80,041</b>	<b>62,406</b>	<b>311,994</b>



Achievement First CSP Application  
July 2010

**Detailed Network Support Budget**

Total Project Costs						
Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
Personnel	16,997	119,048	144,258	148,586	76,522	505,412
Fringe Benefits	2,550	17,857	21,639	22,288	11,478	75,812
Travel	27,195	63,437	70,856	67,738	73,371	302,598
Equipment	142,281	365,186	378,163	438,385	482,363	1,806,380
Supplies	259,640	971,300	1,385,700	1,213,009	1,429,959	5,259,608
Contractual	32,635	76,125	85,028	81,285	88,045	363,118
<b>Total Costs</b>	<b>481,298</b>	<b>1,612,954</b>	<b>2,085,644</b>	<b>1,971,291</b>	<b>2,161,738</b>	<b>8,312,927</b>

Federal Funds Portion of Project Costs (80% of total)						
Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
Personnel	13,598	95,239	115,407	118,869	61,217	404,329
Fringe Benefits	2,040	14,286	17,311	17,830	9,183	60,649
Travel	21,756	50,750	56,685	54,190	58,697	242,078
Equipment	113,825	292,149	302,531	350,708	385,891	1,445,104
Supplies	207,712	777,040	1,108,560	970,407	1,143,967	4,207,686
Contractual	26,108	60,900	68,022	65,028	70,436	290,494
<b>Total Costs</b>	<b>385,038</b>	<b>1,290,364</b>	<b>1,668,515</b>	<b>1,577,033</b>	<b>1,729,391</b>	<b>6,650,341</b>

Match portion (20% of total, 25% of federal portion)						
Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
Personnel	3,399	23,810	28,852	29,717	15,304	101,082
Fringe Benefits	510	3,571	4,328	4,458	2,296	15,162
Travel	5,439	12,687	14,171	13,548	14,674	60,520
Equipment	28,456	73,037	75,633	87,677	96,473	361,276
Supplies	51,928	194,260	277,140	242,602	285,992	1,051,922
Contractual	6,527	15,225	17,006	16,257	17,609	72,624
<b>Total Costs</b>	<b>96,260</b>	<b>322,591</b>	<b>417,129</b>	<b>394,258</b>	<b>432,348</b>	<b>1,662,585</b>

# Project Narrative

## Section 7 - Other Attachments: Additional Information

Attachment 1:

Title: **Achievement First CSP Grant Application Board of Directors** Pages: **2** Uploaded File: **CSP RE Grant Application Board of Directors 100701.pdf**

Achievement First: Replicating and Expanding High-Achieving Charter Schools in Connecticut,  
New York and Rhode Island

Section 7—Other Attachments: AF Board of Directors

*Officers*

William R. Berkley, Chair

Chairman and CEO, W.R. Berkley Corporation

Steve Anbinder, Treasurer

Vice Chairman of the Board of Directors, First Marblehead

*Directors*

Andrew Boas

General Partner, Carl Marks Management Company, LP

Doug Borchard

Managing Partner & Chief Operating Officer, New Profit, Inc.

Barry Fingerhut

Director, Fingerhut Management Corporation

Carlton L. Highsmith

CEO, Specialized Packaging Group

James Peyser

Partner, New Schools Venture Fund

Stefan Pryor

Deputy Mayor for Commerce and Economic Development, City of Newark

Jon D. Sackler

President, Bouncer Foundation

Jennifer Smith Turner

CEO, Girl Scouts of Connecticut



# Budget Narrative

## Budget Narrative

Attachment 1:

Title: **Achievement First CSP Grant Application Budget Narrative** Pages: **19** Uploaded File: **CSP RE Grant Application Budget Narrative 100701.pdf**

**Achievement First:**

**Replicating and Expanding High-Achieving Charter Schools in Connecticut, New York  
and Rhode Island**

Budget Narrative

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## **I. OVERVIEW OF TYPES OF EXPENSES BEING SUBMITTED**

Achievement First (AF) finds that the most significant areas of cost specifically related to the expansion and replication of its schools fall into two areas:

- School-based costs: The purchase of initial equipment and supplies for new seats created for students and new positions created for staff.
- Network Support costs: Professional development and new teacher training for new positions created for staff.

Network Support is AF's central office, which provides a range of services to the schools, including: finance and budgeting, staff recruitment, curriculum development, technology support, human resources, special education support, teacher professional development, operations support, facilities, marketing, fundraising, and school leadership selection, training, ongoing coaching and evaluation.

### **1. School-Based Costs: Equipment and Supplies for New Student and Staff Seats**

Significant expenditures are allocated for the new equipment and supplies needed to deliver AF's educational program for new student seats and staff positions created through the expansion and replication of schools. These costs are unique to expansion and replication. Once a school is fully operational, only a fraction of the cost for equipment and supplies is needed, as most of these items can be used for many years before being replaced. In addition, when equipment and supplies are replaced, they do not all need to be replaced for all students and staff simultaneously.

AF distinguishes between equipment and supplies:

- Equipment has a multi-year life and costs exceeding \$1,000 per unit, which reflects the capitalization level established by AF for financial statement purposes.
- Supplies have a short lifespan and costs of less than \$1,000 per unit.

The primary costs related to equipment and supplies needed to add new student seats and staff positions are as follows:

School based expenses				
Budget Category	Item	Description	Unit	Cost per unit project year 1
Equipment	Staff computers	Computers and software for new staff seats	New staff seats	\$1,200
Equipment	Student computers	Computer labs for newly created grades	3rd grade at elementary, 6th and 7th grade at middle, 10th and 11th grade at high schools	\$20,000 for elementary, \$35,000 for middle and high school
Equipment	Other IT equipment	Peripheral equipment (printers, scanners, projectors, smart boards)	New staff seats	\$1,000
Supplies	Furniture and Fixtures	Furniture for use for new student seats	New student seats	\$250
Supplies	Curricula (textbooks)	Curricular materials (textbooks) for new student seats	New student seats	\$500 for elementary, \$600 for middle and high schools
Supplies	Instructional supplies	Instructional supplies (paper, pencils, non-electronic equipment)	New student seats	\$180
Supplies	Classroom libraries	Books for individual reading, kept in classrooms	New student seats	\$200

## **2. Network Support Costs: Professional Development Staff and Training for New Teacher Positions**

One of AF Network Support's most significant costs related to the expansion and replication of schools is the provision of professional development to teachers filling newly created teaching positions. AF creates and implements the majority of its staff professional development "in house," meaning that it is delivered by AF's own professional development staff. As a result, AF covers the costs associated with delivering the training, including: lodging and food for the new teachers, facility space, equipment and supplies, and the ancillary costs of the training. AF conducts New Staff Training for two weeks each August and supplements with ongoing professional development throughout the school year. The costs of providing New Staff Training and ongoing professional development fall into the following categories, with the noted cost per unit:

<b>Oversight/management expenses</b>				
<b>Budget Category</b>	<b>Item</b>	<b>Description</b>	<b>Unit</b>	<b>Cost per unit project year 1</b>
Personnel	Professional development staff salaries	Staff providing professional development support to staff	New staff added each year of growth plan	\$85,000
Fringe benefits	Professional development staff benefits	Taxes and benefits for professional development staff	15% of salaries of new professional development staff added	\$12,750
Travel	Travel and lodging expenses for new staff training	Lodging and transportation expenses for new staff training	Cost per new teacher attending new staff training	\$500
Contractual	Contractual costs related to new staff training	Costs related to logistics of new staff training (facility rental, catering)	Cost per new teacher attending new staff training	\$1,000

### 3. Other Assumptions/Comments

AF is not submitting any expenses in the following categories:

- Equipment
- Construction
- Other
- Indirect costs
- Training stipends

The other major assumption regarding the expenses outlined in the grant budget is a 3 percent annual inflation rate applied each year after year one. This generates the following inflation factor, which has been applied to the costs in each project year:

<b>Inflation factor</b>	<b>Project Year 1</b>	<b>Project Year 2</b>	<b>Project Year 3</b>	<b>Project Year 4</b>	<b>Project Year 5</b>
Annual rate 3%	1.000	1.030	1.061	1.093	1.126

## II. OVERVIEW OF SCHOOLS IDENTIFIED FOR EXPANSION AND REPLICATION

AF currently operates 17 schools. During the grant period, two of AF's existing schools will undergo expansion and AF will add an additional 14 schools. The chart below lists school names, locations, and dates of opening, and identifies whether a school is expanding or replicating:

<b>Achievement First Expansion/Replication Schools: 2010-2015</b>				
	<b>School</b>	<b>Location</b>	<b>Year launched</b>	<b>Expansion/Replication</b>
1	AF East New York Middle School	Brooklyn, NY	2009-2010	Expansion
2	AF Crown Heights High School	Brooklyn, NY	2009-2010	Expansion
3	AF Endeavor High School	Brooklyn, NY	2010-2011	Replication
4	AF Bridgeport Elementary School	Bridgeport, CT	2010-2011	Replication
5	AF Endeavor Elementary School	Brooklyn, NY	2011-2012	Replication
6	AF Bushwick HS	Brooklyn, NY	2011-2012	Replication
7	AF Aspire Elementary School	Brooklyn, NY	2011-2012	Replication
8	AF Rhode Island Elementary School #1	Providence/Cranston, RI	2011-2012	Replication
9	AF Apollo Middle School	Brooklyn, NY	2012-2013	Replication
10	AF Brownsville Middle School	Brooklyn, NY	2012-2013	Replication
11	AF NY #8 Elementary School	Brooklyn, NY	2012-2013	Replication
12	AF Rhode Island Elementary School #2	Providence/Cranston, RI	2012-2013	Replication
13	AF Aspire Middle School	Brooklyn, NY	2013-2014	Replication
14	AF Rhode Island Middle School #1	Providence/Cranston, RI	2013-2014	Replication
15	AF NY #8 Middle School	Brooklyn, NY	2014-2015	Replication
16	AF Rhode Island Middle School #2	Providence/Cranston, RI	2014-2015	Replication

The grades served by each expansion/replication school drive enrollment and staff totals, as well as equipment and supplies costs. The grades served annually by each school are as follows:

<b>Overview of Expansion/Replication Schools: Grades Served</b>						
	<b>School</b>	<b>Project Year 1</b>	<b>Project Year 2</b>	<b>Project Year 3</b>	<b>Project Year 4</b>	<b>Project Year 5</b>
1	AF East New York Middle School	5-6	5-7	5-8	5-8	5-8
2	AF Crown Heights High School	9-10	9-11	9-12	9-12	9-12
3	AF Endeavor High School	9	9-10	9-11	9-12	9-12
4	AF Bridgeport Elementary School	K	K-1	K-2	K-3	K-4
5	AF Endeavor Elementary School		K-1	K-2	K-3	K-4
6	AF Bushwick HS		9	9-10	9-11	9-12
7	AF Aspire Elementary School		K-1	K-2	K-3	K-4
8	AF Rhode Island Elementary School #1		K-1	K-2	K-3	K-4
9	AF Apollo Middle School			5	5-6	5-7
10	AF Brownsville Middle School			5	5-6	5-7
11	AF NY #8 Elementary School			K-1	K-2	K-3
12	AF Rhode Island Elementary School #2			K-1	K-2	K-3
13	AF Aspire Middle School				5	5-6
14	AF Rhode Island Middle School #1				5	5-6
15	AF NY #8 Middle School					5
16	AF Rhode Island Middle School #2					5

The projected student enrollment at each school by project year is as follows:

<b>Overview of Expansion/Replication Schools: Enrollment</b>						
	<b>School</b>	<b>Project Year 1</b>	<b>Project Year 2</b>	<b>Project Year 3</b>	<b>Project Year 4</b>	<b>Project Year 5</b>
1	AF East New York Middle School	171	249	321	321	321
2	AF Crown Heights High School	80	120	160	165	195
3	AF Endeavor High School	30	75	120	165	195
4	AF Bridgeport Elementary School	85	176	262	342	416
5	AF Endeavor Elementary School	0	176	262	342	416
6	AF Bushwick HS	0	35	125	183	239
7	AF Aspire Elementary School	0	176	262	342	416
8	AF Rhode Island Elementary School #1	0	176	262	342	416
9	AF Apollo Middle School	0	0	88	171	249
10	AF Brownsville Middle School	0	0	88	171	249
11	AF NY #8 Elementary School	0	0	176	262	342
12	AF Rhode Island Elementary School #2	0	0	176	262	342
13	AF Aspire Middle School	0	0	0	88	171
14	AF Rhode Island Middle School #1	0	0	0	88	171
15	AF NY #8 Middle School	0	0	0	0	88
16	AF Rhode Island Middle School #2	0	0	0	0	88
	<b>Total</b>	<b>366</b>	<b>1,183</b>	<b>2,302</b>	<b>3,244</b>	<b>4,314</b>



The projected growth in teaching staff at each school by project year is as follows:

<b>Overview of Expansion/Replication Schools: Teachers</b>						
	<b>School</b>	<b>Project Year 1</b>	<b>Project Year 2</b>	<b>Project Year 3</b>	<b>Project Year 4</b>	<b>Project Year 5</b>
1	AF East New York Middle School	15	22	25	25	25
2	AF Crown Heights High School	8	14	17	17	17
3	AF Endeavor High School	3	9	14	17	17
4	AF Bridgeport Elementary School	8	16	21	28	33
5	AF Endeavor Elementary School	0	14	20	27	33
6	AF Bushwick HS	0	4	9	14	17
7	AF Aspire Elementary School	0	16	22	29	34
8	AF Rhode Island Elementary School #1	0	16	22	29	34
9	AF Apollo Middle School	0	0	7	15	22
10	AF Brownsville Middle School	0	0	7	15	22
11	AF NY #8 Elementary School	0	0	16	22	29
12	AF Rhode Island Elementary School #2	0	0	16	22	29
13	AF Aspire Middle School	0	0	0	7	15
14	AF Rhode Island Middle School #1	0	0	0	7	15
15	AF NY #8 Middle School	0	0	0	0	7
16	AF Rhode Island Middle School #2	0	0	0	0	7
	<b>Total</b>	<b>34</b>	<b>111</b>	<b>195</b>	<b>272</b>	<b>354</b>

In summary, the following chart shows cumulative student enrollment and staffing totals, as well as new student enrollment and staffing for all schools:

	<b>Project Year 1</b>	<b>Project Year 2</b>	<b>Project Year 3</b>	<b>Project Year 4</b>	<b>Project Year 5</b>
<b>All schools</b>					
<b>All new schools</b>					
<b>Additional students -- total</b>	<b>366</b>	<b>1,183</b>	<b>2,302</b>	<b>3,244</b>	<b>4,314</b>
<b>Additional students -- each year</b>	<b>238</b>	<b>817</b>	<b>1,119</b>	<b>943</b>	<b>1,070</b>
<b>Additional teachers -- total</b>	<b>34</b>	<b>111</b>	<b>195</b>	<b>272</b>	<b>354</b>
<b>Additional teachers -- each year</b>	<b>34</b>	<b>77</b>	<b>84</b>	<b>78</b>	<b>82</b>

### III. SCHOOL-BASED COSTS PER PROJECT YEAR

Based on the assumptions and inputs above, the below tables show individual school forecasts for costs in each of the areas impacted by increases in grades served, student enrollment and staffing needs:

### 1. AF East New York Middle School

1. AF East New York Middle School		Total					
		Expenses					
Budget Categories		Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
<b>Equipment</b>							
	Staff computers	10,800	13,596	3,819	-	-	28,215
	Student computer labs	35,000	36,050	-	-	-	71,050
	Other IT equipment	9,694	11,774	3,634	-	-	25,101
<b>Total Equipment</b>		<b>55,494</b>	<b>61,420</b>	<b>7,453</b>	<b>-</b>	<b>-</b>	<b>124,366</b>
<b>Supplies</b>							
	Furniture and Fixtures	20,750	20,085	19,096	-	-	59,931
	Curricula (textbooks)	49,800	48,204	45,831	-	-	143,835
	Instructional supplies	14,940	14,461	13,749	-	-	43,150
	Classroom libraries	16,600	16,068	15,277	-	-	47,945
<b>Total Supplies</b>		<b>102,090</b>	<b>98,818</b>	<b>93,953</b>	<b>-</b>	<b>-</b>	<b>294,862</b>
<b>Total Equipment and Supplies</b>		<b>157,584</b>	<b>160,238</b>	<b>101,406</b>	<b>-</b>	<b>-</b>	<b>419,228</b>

### 2. AF Crown Heights High School

2. AF Crown Heights High School		Total					
		Expenses					
Budget Categories		Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
<b>Equipment</b>							
	Staff computers	6,442	10,360	3,183	-	-	19,984
	Student computer labs	35,000	36,050	-	-	-	71,050
	Other IT equipment	5,586	8,829	2,841	-	-	17,256
<b>Total Equipment</b>		<b>47,028</b>	<b>55,239</b>	<b>6,023</b>	<b>-</b>	<b>-</b>	<b>108,291</b>
<b>Supplies</b>							
	Furniture and Fixtures	5,000	10,300	10,609	1,366	8,441	35,716
	Curricula (textbooks)	12,000	24,720	25,462	3,278	20,259	85,719
	Instructional supplies	3,600	7,416	7,638	983	6,078	25,716
	Classroom libraries	4,000	8,240	8,487	1,093	6,753	28,573
<b>Total Supplies</b>		<b>24,600</b>	<b>50,676</b>	<b>52,196</b>	<b>6,720</b>	<b>41,531</b>	<b>175,724</b>
<b>Total Equipment and Supplies</b>		<b>71,628</b>	<b>105,915</b>	<b>58,220</b>	<b>6,720</b>	<b>41,531</b>	<b>284,015</b>

Note regarding AF Crown Heights High School: Although the school will serve grades nine through 12 by Project Year 3, AF expects continued enrollment growth as the reputation of the school makes it a more attractive choice for AF's middle school students relative to other high schools in the area.

### 3. AF Endeavor High School

3. AF Endeavor HS		Total					
		Expenses					
Budget Categories		Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
<b>Equipment</b>							
	Staff computers	6,218	12,691	8,593	3,278	-	30,781
	Student computer labs	-	36,050	37,132	-	-	73,182
	Other IT equipment	5,491	10,801	7,363	2,926	-	26,581
<b>Total Equipment</b>		<b>11,709</b>	<b>59,543</b>	<b>53,088</b>	<b>6,204</b>	<b>-</b>	<b>130,543</b>
<b>Supplies</b>							
	Furniture and Fixtures	7,500	11,588	11,935	12,293	8,441	51,757
	Curricula (textbooks)	18,000	27,810	28,644	29,504	20,259	124,217
	Instructional supplies	5,400	8,343	8,593	8,851	6,078	37,265
	Classroom libraries	6,000	9,270	9,548	9,835	6,753	41,406
<b>Total Supplies</b>		<b>36,900</b>	<b>57,011</b>	<b>58,721</b>	<b>60,482</b>	<b>41,531</b>	<b>254,645</b>
<b>Total Equipment and Supplies</b>		<b>48,609</b>	<b>116,553</b>	<b>111,809</b>	<b>66,686</b>	<b>41,531</b>	<b>385,188</b>

### 4. AF Bridgeport Elementary School

4. AF Bridgeport Elementary		Total					
		Expenses					
Budget Categories		Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
<b>Equipment</b>							
	Staff computers	15,300	12,051	8,275	11,801	6,753	54,181
	Student computer labs	-	-	21,218	-	-	21,218
	Other IT equipment	12,750	10,178	7,796	10,162	5,628	46,514
<b>Total Equipment</b>		<b>28,050</b>	<b>22,229</b>	<b>37,289</b>	<b>21,963</b>	<b>12,381</b>	<b>121,912</b>
<b>Supplies</b>							
	Furniture and Fixtures	21,250	23,433	22,809	21,855	20,822	110,168
	Curricula (textbooks)	42,500	46,865	45,619	43,709	41,644	220,337
	Instructional supplies	15,300	16,871	16,423	15,735	14,992	79,321
	Classroom libraries	17,000	18,746	18,247	17,484	16,658	88,135
<b>Total Supplies</b>		<b>96,050</b>	<b>105,915</b>	<b>103,098</b>	<b>98,783</b>	<b>94,115</b>	<b>497,961</b>
<b>Total Equipment and Supplies</b>		<b>124,100</b>	<b>128,144</b>	<b>140,388</b>	<b>120,746</b>	<b>106,496</b>	<b>619,873</b>

Note regarding AF Bridgeport Elementary School: Unlike most of AF's elementary schools, AF Bridgeport Elementary is opening with only a kindergarten, as opposed to a kindergarten and first grade.

### 5. AF Endeavor Elementary School

<b>5. AF Endeavor Elementary</b>		<b>Total</b>					
		<b>Expenses</b>					
Budget Categories		Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
<b>Equipment</b>							
	Staff computers	-	24,720	10,185	11,801	9,454	56,160
	Student computer labs	-	-	-	21,855	-	21,855
	Other IT equipment	-	20,600	8,627	9,691	7,879	46,796
<b>Total Equipment</b>		-	<b>45,320</b>	<b>18,811</b>	<b>43,347</b>	<b>17,333</b>	<b>124,811</b>
<b>Supplies</b>							
	Furniture and Fixtures	-	45,320	22,809	21,855	20,822	110,806
	Curricula (textbooks)	-	90,640	45,619	43,709	41,644	221,612
	Instructional supplies	-	32,630	16,423	15,735	14,992	79,780
	Classroom libraries	-	36,256	18,247	17,484	16,658	88,645
<b>Total Supplies</b>		-	<b>204,846</b>	<b>103,098</b>	<b>98,783</b>	<b>94,115</b>	<b>500,842</b>
<b>Total Equipment and Supplies</b>		-	<b>250,166</b>	<b>121,910</b>	<b>142,129</b>	<b>111,448</b>	<b>625,653</b>

## **6. AF Bushwick High School**

<b>6. AF Bushwick HS</b>		<b>Total</b>					
		<b>Expenses</b>					
Budget Categories		Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
<b>Equipment</b>							
	Staff computers	-	10,444	8,912	8,851	3,377	31,583
	Student computer labs	-	-	37,132	38,245	-	75,377
	Other IT equipment	-	9,022	7,658	7,584	3,014	27,277
<b>Total Equipment</b>		-	<b>19,466</b>	<b>53,701</b>	<b>54,680</b>	<b>6,390</b>	<b>134,237</b>
<b>Supplies</b>							
	Furniture and Fixtures	-	9,013	23,738	15,981	15,757	64,488
	Curricula (textbooks)	-	21,630	56,970	38,355	37,817	154,772
	Instructional supplies	-	6,489	17,091	11,506	11,345	46,432
	Classroom libraries	-	7,210	18,990	12,785	12,606	51,591
<b>Total Supplies</b>		-	<b>44,342</b>	<b>116,789</b>	<b>78,627</b>	<b>77,525</b>	<b>317,283</b>
<b>Total Equipment and Supplies</b>		-	<b>63,808</b>	<b>170,490</b>	<b>133,308</b>	<b>83,915</b>	<b>451,520</b>

## **7. AF Aspire Elementary School**

<b>7. AF Aspire Elementary</b>		<b>Total</b>					
		<b>Expenses</b>					
Budget Categories		Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
<b>Equipment</b>							
	Staff computers	-	27,810	9,548	13,113	6,753	57,224
	Student computer labs	-	-	-	21,855	-	21,855
	Other IT equipment	-	23,175	8,096	11,855	5,965	49,091
<b>Total Equipment</b>		-	<b>50,985</b>	<b>17,644</b>	<b>46,822</b>	<b>12,718</b>	<b>128,169</b>
<b>Supplies</b>							
	Furniture and Fixtures	-	45,320	22,809	21,855	20,822	110,806
	Curricula (textbooks)	-	90,640	45,619	43,709	41,644	221,612
	Instructional supplies	-	32,630	16,423	15,735	14,992	79,780
	Classroom libraries	-	36,256	18,247	17,484	16,658	88,645
<b>Total Supplies</b>		-	<b>204,846</b>	<b>103,098</b>	<b>98,783</b>	<b>94,115</b>	<b>500,842</b>
<b>Total Equipment and Supplies</b>		-	<b>255,831</b>	<b>120,743</b>	<b>145,605</b>	<b>106,833</b>	<b>629,012</b>

### **8. AF Rhode Island Elementary School #1**

<b>8. AF Rhode Island Elementary 1</b>		<b>Total</b>					
		<b>Expenses</b>					
Budget Categories		Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
<b>Equipment</b>							
	Staff computers	-	27,810	9,548	13,113	6,753	57,224
	Student computer labs	-	-	-	21,855	-	21,855
	Other IT equipment	-	23,175	8,096	11,855	5,965	49,091
<b>Total Equipment</b>		-	<b>50,985</b>	<b>17,644</b>	<b>46,822</b>	<b>12,718</b>	<b>128,169</b>
<b>Supplies</b>							
	Furniture and Fixtures	-	45,320	22,809	21,855	20,822	110,806
	Curricula (textbooks)	-	90,640	45,619	43,709	41,644	221,612
	Instructional supplies	-	32,630	16,423	15,735	14,992	79,780
	Classroom libraries	-	36,256	18,247	17,484	16,658	88,645
<b>Total Supplies</b>		-	<b>204,846</b>	<b>103,098</b>	<b>98,783</b>	<b>94,115</b>	<b>500,842</b>
<b>Total Equipment and Supplies</b>		-	<b>255,831</b>	<b>120,743</b>	<b>145,605</b>	<b>106,833</b>	<b>629,012</b>

Note regarding AF Rhode Island Elementary School #1: The specific location of the school within the Providence/Cranston region has not yet been determined, and therefore, the school does not yet have an official name.

### **9. AF Apollo Middle School**

<b>9. AF Apollo Middle</b>		<b>Total</b>					
		<b>Expenses</b>					
Budget Categories		Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
<b>Equipment</b>							
	Staff computers	-	-	16,550	11,146	15,532	43,228
	Student computer labs	-	-	-	38,245	39,393	77,638
	Other IT equipment	-	-	14,190	10,046	13,428	37,664
<b>Total Equipment</b>		-	-	<b>30,740</b>	<b>59,438</b>	<b>68,353</b>	<b>158,530</b>
<b>Supplies</b>							
	Furniture and Fixtures	-	-	23,340	22,674	21,947	67,961
	Curricula (textbooks)	-	-	56,016	54,418	52,674	163,107
	Instructional supplies	-	-	16,805	16,325	15,802	48,932
	Classroom libraries	-	-	18,672	18,139	17,558	54,369
<b>Total Supplies</b>		-	-	<b>114,832</b>	<b>111,556</b>	<b>107,981</b>	<b>334,370</b>
<b>Total Equipment and Supplies</b>		-	-	<b>145,572</b>	<b>170,994</b>	<b>176,334</b>	<b>492,900</b>

### **10. AF Brownsville Middle School**

<b>10. AF Brownsville Middle</b>		<b>Total</b>					
		<b>Expenses</b>					
Budget Categories		Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
<b>Equipment</b>							
	Staff computers	-	-	16,550	11,146	15,532	43,228
	Student computer labs	-	-	-	38,245	39,393	77,638
	Other IT equipment	-	-	14,190	10,046	13,428	37,664
<b>Total Equipment</b>		-	-	<b>30,740</b>	<b>59,438</b>	<b>68,353</b>	<b>158,530</b>
<b>Supplies</b>							
	Furniture and Fixtures	-	-	23,340	22,674	21,947	67,961
	Curricula (textbooks)	-	-	56,016	54,418	52,674	163,107
	Instructional supplies	-	-	16,805	16,325	15,802	48,932
	Classroom libraries	-	-	18,672	18,139	17,558	54,369
<b>Total Supplies</b>		-	-	<b>114,832</b>	<b>111,556</b>	<b>107,981</b>	<b>334,370</b>
<b>Total Equipment and Supplies</b>		-	-	<b>145,572</b>	<b>170,994</b>	<b>176,334</b>	<b>492,900</b>

### **11. AF New York Elementary School #8**

<b>11. NY Elem #8</b>		<b>Total</b>					
		<b>Expenses</b>					
Budget Categories		Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
<b>Equipment</b>							
	Staff computers	-	-	28,644	9,835	13,506	51,985
	Student computer labs	-	-	-	-	22,510	22,510
	Other IT equipment	-	-	23,870	8,339	12,210	44,420
<b>Total Equipment</b>		-	-	<b>52,515</b>	<b>18,174</b>	<b>48,227</b>	<b>118,915</b>
<b>Supplies</b>							
	Furniture and Fixtures	-	-	46,680	23,494	22,510	92,683
	Curricula (textbooks)	-	-	93,359	46,987	45,020	185,367
	Instructional supplies	-	-	33,609	16,915	16,207	66,732
	Classroom libraries	-	-	37,344	18,795	18,008	74,147
<b>Total Supplies</b>		-	-	<b>210,992</b>	<b>106,191</b>	<b>101,746</b>	<b>418,929</b>
<b>Total Equipment and Supplies</b>		-	-	<b>263,506</b>	<b>124,365</b>	<b>149,973</b>	<b>537,844</b>

Note regarding AF New York Elementary School #8: The specific location of the school in Central Brooklyn has not yet been determined, and therefore, the school does not yet have an official name.

## **12. AF Rhode Island Elementary School #2**

<b>12. AF Rhode Island Elementary 2</b>		<b>Total</b>					
		<b>Expenses</b>					
Budget Categories		Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
<b>Equipment</b>							
	Staff computers	-	-	28,644	9,835	13,506	51,985
	Student computer labs	-	-	-	-	22,510	22,510
	Other IT equipment	-	-	23,870	8,339	12,210	44,420
<b>Total Equipment</b>		-	-	<b>52,515</b>	<b>18,174</b>	<b>48,227</b>	<b>118,915</b>
<b>Supplies</b>							
	Furniture and Fixtures	-	-	46,680	23,494	22,510	92,683
	Curricula (textbooks)	-	-	93,359	46,987	45,020	185,367
	Instructional supplies	-	-	33,609	16,915	16,207	66,732
	Classroom libraries	-	-	37,344	18,795	18,008	74,147
<b>Total Supplies</b>		-	-	<b>210,992</b>	<b>106,191</b>	<b>101,746</b>	<b>418,929</b>
<b>Total Equipment and Supplies</b>		-	-	<b>263,506</b>	<b>124,365</b>	<b>149,973</b>	<b>537,844</b>

Note regarding AF Rhode Island Elementary School #2: The specific location of the school in the Providence/Cranston region has not yet been determined, and therefore, the school does not yet have an official name.

### 13. AF Aspire Middle School

13. AF Aspire Middle	Total					
	Expenses					
Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
<b>Equipment</b>						
Staff computers	-	-	-	17,047	11,480	28,527
Student computer labs	-	-	-	-	39,393	39,393
Other IT equipment	-	-	-	14,615	10,348	24,963
<b>Total Equipment</b>	-	-	-	<b>31,662</b>	<b>61,221</b>	<b>92,883</b>
<b>Supplies</b>						
Furniture and Fixtures	-	-	-	24,040	23,354	47,394
Curricula (textbooks)	-	-	-	57,696	56,050	113,746
Instructional supplies	-	-	-	17,309	16,815	34,124
Classroom libraries	-	-	-	19,232	18,683	37,915
<b>Total Supplies</b>	-	-	-	<b>118,277</b>	<b>114,903</b>	<b>233,180</b>
<b>Total Equipment and Supplies</b>	-	-	-	<b>149,939</b>	<b>176,124</b>	<b>326,063</b>

### 14. AF Rhode Island Middle School #1

14. AF Rhode Island MS #1	Total					
	Expenses					
Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
<b>Equipment</b>						
Staff computers	-	-	-	17,047	11,480	28,527
Student computer labs	-	-	-	-	39,393	39,393
Other IT equipment	-	-	-	14,615	10,348	24,963
<b>Total Equipment</b>	-	-	-	<b>31,662</b>	<b>61,221</b>	<b>92,883</b>
<b>Supplies</b>						
Furniture and Fixtures	-	-	-	24,040	23,354	47,394
Curricula (textbooks)	-	-	-	57,696	56,050	113,746
Instructional supplies	-	-	-	17,309	16,815	34,124
Classroom libraries	-	-	-	19,232	18,683	37,915
<b>Total Supplies</b>	-	-	-	<b>118,277</b>	<b>114,903</b>	<b>233,180</b>
<b>Total Equipment and Supplies</b>	-	-	-	<b>149,939</b>	<b>176,124</b>	<b>326,063</b>

Note regarding AF Rhode Island Middle School #1: The specific location of the school in the Providence/Cranston region has not yet been determined, and therefore, the school does not yet have an official name.

### 15. AF New York Middle School #8



<b>15. NY Middle #8</b>		<b>Total</b>					
		<b>Expenses</b>					
<b>Budget Categories</b>		<b>Project Year</b>	<b>Project Year</b>	<b>Project Year</b>	<b>Project Year</b>	<b>Project Year</b>	<b>Total</b>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<b>Equipment</b>							
	Staff computers	-	-	-	-	17,558	17,558
	Student computer labs	-	-	-	-	-	-
	Other IT equipment	-	-	-	-	15,054	15,054
<b>Total Equipment</b>		-	-	-	-	<b>32,612</b>	<b>32,612</b>
<b>Supplies</b>							
	Furniture and Fixtures	-	-	-	-	24,761	24,761
	Curricula (textbooks)	-	-	-	-	59,427	59,427
	Instructional supplies	-	-	-	-	17,828	17,828
	Classroom libraries	-	-	-	-	19,809	19,809
<b>Total Supplies</b>		-	-	-	-	<b>121,825</b>	<b>121,825</b>
<b>Total Equipment and Supplies</b>		-	-	-	-	<b>154,437</b>	<b>154,437</b>

Note regarding AF New York Middle School #8: The specific location of the school in Central Brooklyn has not yet been determined, and therefore, the school does not yet have an official name.

### **16. AF Rhode Island Middle School #2**

<b>16. AF Rhode Island MS #2</b>		<b>Total</b>					
		<b>Expenses</b>					
<b>Budget Categories</b>		<b>Project Year</b>	<b>Project Year</b>	<b>Project Year</b>	<b>Project Year</b>	<b>Project Year</b>	<b>Total</b>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<b>Equipment</b>							
	Staff computers	-	-	-	-	17,558	17,558
	Student computer labs	-	-	-	-	-	-
	Other IT equipment	-	-	-	-	15,054	15,054
<b>Total Equipment</b>		-	-	-	-	<b>32,612</b>	<b>32,612</b>
<b>Supplies</b>							
	Furniture and Fixtures	-	-	-	-	24,761	24,761
	Curricula (textbooks)	-	-	-	-	59,427	59,427
	Instructional supplies	-	-	-	-	17,828	17,828
	Classroom libraries	-	-	-	-	19,809	19,809
<b>Total Supplies</b>		-	-	-	-	<b>121,825</b>	<b>121,825</b>
<b>Total Equipment and Supplies</b>		-	-	-	-	<b>154,437</b>	<b>154,437</b>

Note regarding AF Rhode Island Middle School #2: The specific location of the school in the Providence/Cranston region has not yet been determined, and therefore, the school does not yet have an official name.

### **17. Total School-Based Costs**

The total school-based costs for the entire grant are shown in the following table:

<b>All replication/expansion schools</b>	<b>Total</b>					
	<b>Expenses</b>					
Budget Category	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
<b>Equipment</b>						
Staff computers	38,760	139,483	152,451	138,011	149,242	617,948
Student computer labs	70,000	108,150	95,481	180,300	202,592	656,523
Other IT equipment	33,521	117,554	130,231	120,074	130,529	531,909
<b>Total Equipment</b>	<b>142,281</b>	<b>365,186</b>	<b>378,163</b>	<b>438,385</b>	<b>482,363</b>	<b>1,806,380</b>
<b>Supplies</b>						
Furniture and Fixtures	54,500	210,378	296,654	257,474	301,074	1,120,079
Curricula (textbooks)	122,300	441,149	638,131	564,175	671,253	2,437,009
Instructional supplies	39,240	151,472	213,591	185,381	216,773	806,457
Classroom libraries	43,600	168,302	237,323	205,979	240,859	896,063
<b>Total Supplies</b>	<b>259,640</b>	<b>971,300</b>	<b>1,385,700</b>	<b>1,213,009</b>	<b>1,429,959</b>	<b>5,259,608</b>
<b>Total Equipment and Supplies</b>	<b>401,921</b>	<b>1,336,487</b>	<b>1,763,863</b>	<b>1,651,394</b>	<b>1,912,322</b>	<b>7,065,988</b>

#### IV. NETWORK SUPPORT COSTS PER PROJECT YEAR

AF will be adding staff to its professional development team throughout the term of the project to support new schools and new teachers as they are added. In particular, professional development for new teachers is provided through New Staff Training, which is take places during two weeks each August. The costs associated with supporting the new teacher seats created by this project will be driven by the number new staff added each year and the costs associated with New Staff Training. The unit costs and number of units for each cost category are listed below:

Budget Categories	Unit	Cost per unit project year 1	Annual inflation factor	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
Personnel	New professional development staff added each year of growth plan: salary cost	\$85,000	3%	0.25	1.70	2.00	2.00	1.00
Fringe Benefits	New professional development staff added each year of growth plan: fringe benefit cost (15% of base salary)	\$12,750	3%	0.25	1.70	2.00	2.00	1.00
Travel	Number of new teachers: lodging and transportation cost to attend new staff training	\$1,000	3%	34	77	84	78	82
Contractual	Number of new teachers: logistics costs (facility, materials, catering) of new staff training	\$1,200	3%	34	77	84	78	82

The total cost associated with new staff and New Staff Training are as follows:

<b>Total Network Support Expansion/Replication Costs</b>						
<b>Budget Categories</b>	<b>Project Year 1</b>	<b>Project Year 2</b>	<b>Project Year 3</b>	<b>Project Year 4</b>	<b>Project Year 5</b>	<b>Total</b>
Personnel	21,250	148,835	180,353	185,764	95,668	631,870
Fringe Benefits	3,188	22,325	27,053	27,865	14,350	94,780
Travel	34,000	79,310	88,585	84,686	91,729	378,310
Contractual	40,800	95,172	106,302	101,624	110,075	453,973
<b>Total</b>	<b>99,238</b>	<b>345,642</b>	<b>402,293</b>	<b>399,938</b>	<b>311,822</b>	<b>1,558,933</b>

Since only 15 percent of the costs related to Network Support services can be submitted as part of this grant, AF has included only the following costs in the grant budget:

<b>Portion of Network Support Expansion/Replication Costs Included in Project (15 % of Total Project)</b>						
<b>Budget Categories</b>	<b>Project Year 1</b>	<b>Project Year 2</b>	<b>Project Year 3</b>	<b>Project Year 4</b>	<b>Project Year 5</b>	<b>Total</b>
Personnel	16,997	119,048	144,258	148,586	76,522	505,412
Fringe Benefits	2,550	17,857	21,639	22,288	11,478	75,812
Travel	27,195	63,437	70,856	67,738	73,371	302,598
Contractual	32,635	76,125	85,028	81,285	88,045	363,118
<b>Total</b>	<b>79,377</b>	<b>276,468</b>	<b>321,781</b>	<b>319,897</b>	<b>249,416</b>	<b>1,246,939</b>

## V. TOTAL PROJECT COSTS AND ALLOCATION TO FEDERAL FUNDS AND MATCH

Combining the school-based and Network Support expenses gives the following total costs related to AF's expansion/replication program:

<b>Total Project Costs</b>						
<b>Budget Categories</b>	<b>Project Year 1</b>	<b>Project Year 2</b>	<b>Project Year 3</b>	<b>Project Year 4</b>	<b>Project Year 5</b>	<b>Total</b>
Personnel	16,997	119,048	144,258	148,586	76,522	505,412
Fringe Benefits	2,550	17,857	21,639	22,288	11,478	75,812
Travel	27,195	63,437	70,856	67,738	73,371	302,598
Equipment	142,281	365,186	378,163	438,385	482,363	1,806,380
Supplies	259,640	971,300	1,385,700	1,213,009	1,429,959	5,259,608
Contractual	32,635	76,125	85,028	81,285	88,045	363,118
<b>Total Costs</b>	<b>481,298</b>	<b>1,612,954</b>	<b>2,085,644</b>	<b>1,971,291</b>	<b>2,161,738</b>	<b>8,312,927</b>

Following the guidance that it is appropriate and beneficial to match federal dollars with philanthropic gifts to fund the program, and given AF's history of private fundraising success, AF requests 80 percent of its total costs be met with federal funds and expects to raise the remaining 20 percent, which comprises 25 percent of the federal funds requested, through a philanthropic match. AF commits to raising the following amounts through private philanthropy:

<b>Match portion (20 % of total, 25 % of federal portion)</b>						
<b>Budget Categories</b>	<b>Project Year 1</b>	<b>Project Year 2</b>	<b>Project Year 3</b>	<b>Project Year 4</b>	<b>Project Year 5</b>	<b>Total</b>
Personnel	3,399	23,810	28,852	29,717	15,304	101,082
Fringe Benefits	510	3,571	4,328	4,458	2,296	15,162
Travel	5,439	12,687	14,171	13,548	14,674	60,520
Equipment	28,456	73,037	75,633	87,677	96,473	361,276
Supplies	51,928	194,260	277,140	242,602	285,992	1,051,922
Contractual	6,527	15,225	17,006	16,257	17,609	72,624
<b>Total Costs</b>	<b>96,260</b>	<b>322,591</b>	<b>417,129</b>	<b>394,258</b>	<b>432,348</b>	<b>1,662,585</b>

The balance is the amount for which AF requests federal funding:

<b>Federal Funds Portion of Project Costs (80 % of total)</b>						
<b>Budget Categories</b>	<b>Project Year 1</b>	<b>Project Year 2</b>	<b>Project Year 3</b>	<b>Project Year 4</b>	<b>Project Year 5</b>	<b>Total</b>
Personnel	13,598	95,239	115,407	118,869	61,217	404,329
Fringe Benefits	2,040	14,286	17,311	17,830	9,183	60,649
Travel	21,756	50,750	56,685	54,190	58,697	242,078
Equipment	113,825	292,149	302,531	350,708	385,891	1,445,104
Supplies	207,712	777,040	1,108,560	970,407	1,143,967	4,207,686
Contractual	26,108	60,900	68,022	65,028	70,436	290,494
<b>Total Costs</b>	<b>385,038</b>	<b>1,290,364</b>	<b>1,668,515</b>	<b>1,577,033</b>	<b>1,729,391</b>	<b>6,650,341</b>